



# PAPUA NEW GUINEA DEPARTMENT OF EDUCATION

# ANNUAL REPORT 2023



**QUALITY TEACHING FOR QUALITY LEARNING**

**Department of Education**  
**2023 ANNUAL REPORT**

Compiled by  
the Media and Communications Unit  
Policy and Research Wing, Vulupindi Haus  
P.O. Box 443, Waigani, NCD, Papua New Guinea



# National Education System Directory, 2023

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Hon. Jimmy Uguro, MP

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Mr. John Kawage

A/Deputy Secretary – Schools Directorate

Mr. Walipe Wingi

A/Deputy Secretary – Curriculum and Standards

Mr. Paul Ainui

A/Executive Director Finance and Corporate Services

Mr. Camillus Kanau

A/FAS – Policy & Planning

Ms. Sabati Mero

A/FAS – Human Resources Management

Mr. Hams Mipil

A/FAS – FODE and Inclusive Education

Mr. Andrew Angobe

A/FAS – Finance

Mrs. Nigl Zerike

A/FAS – Vocational Education and Training

Mr. Wilson Garu

A/FAS – E-Learning

A/FAS – Teacher Training and Professional Development

Mr. Joe Dikama

A/FAS – Curriculum & Standards

Mr. Steven Tandale

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Mr. Thomas Podarua

A/FAS – Payroll

Ms. Kures Riwa

A/FAS – Procurement and Logistics

Mr. Andrew Kuk

A/FAS – Inspections

Mrs. Annmarie Kona

A/FAS – General Education Services

Mrs. Joyce Tepu

A/FAS – National Capital District Education Services

Mr. Peter Kants

A/FAS – Measurement Services

Mr. Packiam Arulappan

A/FAS – Guidance and Counseling

Mr. Philip So'on

A/FAS – School Grants

Ms. Betty Napil

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Mr. Joseph Auli

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Commissioner – Operations

Mr. Maini Ugaia

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A/Director-General Office of Libraries and Archives

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Mr. Andrew Kuk

# MINISTERS MESSAGE

This is the Department of Education Annual Report for 2023

We have had a successful 2023 with some significant achievements. At the same time our main challenges are to do with consolidating finances by all governments and others to ensuring that quality education services are delivered right down to the remotest parts of the country. A growing population is also a challenge that needs attention.

One of our major achievements is the approval by the National Executive Council (NEC) for work to start on the development of the PNG Education Transformation Vision 2075. In the next 50 years, we should see a reduction in the number of social issues in our communities which pose the biggest threat to the education of our children. Tribal fights, crimes against teachers and students, and arson are some of these social issues currently affecting our communities.

I thank the Marape/Rosso Government for the budget of K1,079,475.2 billion in recurrent funding and K56.1 million in Public Investments Programs. I also acknowledge the timely and full payment of K764 million GTFS funds to the Department which was paid to more than 13,000 schools and institutions taught by 62,822 teachers. This includes the additional K160 million project fees to schools which assisted parents.

I thank the Secretary and his staff for their unwavering support, commitment, and hard work which have made it possible to achieve some of the key government policies and programs.

I extend my gratitude to all our development partners and all education stakeholders for their contributions and efforts in 2023 and look forward to continuing the good working relationship moving forward in 2024.



**Hon. Jimmy Uguro, MP**  
Minister for Education



# SECRETARYS MESSAGE



This is the annual report for the Department of Education for 2023. It reports on the activities that are planned and implemented in 2023 by the 24 divisions and units.

The Department made a number of significant achievements despite huge challenges that remain especially in the funding of its core functions.

Among the many achievements, the Department is possibly the first government department to have the whole recruitment system electronically. E-Applications were received and the selections process began in December.

Our strive to mobilize more resources to meet our needs are recognized and indications from Australia, the World Bank, Japan and China are very positive.

We are progressing to an autonomous status for UNESCO Commission and a permanent UNESCO Office as soon as practical. We recognized and awarded certificates to the top schools. Also for the first-time top students in 2023 examinations were recognized. We released for the first time ever PNGs Examination Leagues Table in 2023 and this will continue every year. These achievements were published in the media.

We have increased enrolments to 2.4 million in more than 13,097 schools; with 62,822 teachers. Our enrolment in Flexible, Open and Distance Education (FODE) continued to increase from 70,000 in 2022 to 75,000 in 2023.

Our gross enrolment rates are satisfactory, these are around the 100% mark, but we need more improvement in our retention rates, especially between grades 8 to 9 and 10 to 11. We need to do more to increase girls participation at the secondary level, but girls academic achievements are on the rise. Taking up the 1-6-6- structure under a Cluster Concept and Plan is being hastened.

We are building more schools and classrooms but our population growth is a challenge. We need to slow the population growth and build more infrastructure, more teachers and pathways to ensure “No Child is left behind” by 2027.

We continued to roll out FODE and VET to the districts, implement the SBC and advocate to the parents our stand for an education system that is underpinned by a shared responsibility charter between the Government and the parents.

All these achievements and positive changes in the National Education System would not have been possible without the hard work and commitment from our top management, senior management and the staff down the line.

I thank all these officers at the Headquarters, our inspectors based in the provinces and our partners and stakeholders for a successful year and look forward to working more closely with you all in 2024, for more better outcomes-including the completion of the next 50 years, Vision for Education Plan.

A handwritten signature in blue ink, appearing to read 'Uke Kombra', with a period at the end.

**Uke Kombra PhD, OBE.**  
Secretary for Education

# CONTENTS

National Education System Directory 2023	ii
Minister's Message	iv
Secretary's Message	v
Contents	vi
Tables and Charts	vii
Abbreviations	viii
Introduction	1
The National Education System and implementation of the National Education Plan	2
Education Policy and Objectives	12
Establishment and Manpower Ceiling	18
The Education Budget	20
Divisional Reports	22
1. Policy and Planning	22
2. Project Management	27
3. Research and Evaluation	31
4. Information Communication and Technology	35
5. Human Resources & Organization Development	41
6. Payroll	50
7. Finance	53
8. Quality Assurance	55
9. Procurements and Logistics	57
10. Guidance and Counseling	62
11. Curriculum Development	65
12. Measurement Services	78
13. e-Learning	80
14. Inspections	82
15. Vocational Education Training	85
16. National Capital District Education Services	90
17. Teacher Registration and Professional Development	101
18. General Education Services	105
19. FODE & Inclusion Education	115
20. UNESCO	120
21. Internal Audit and Fraud Control	123
22. Executive	125
23. School Grants	129
24. School Intervention and Innovation	134
Appendix	141

# CONTENTS

## TABLES AND CHARTS

### Tables

Table 1 Ministry of Education staff ceiling and establishment, quarter 4, 2023	18
Table 2 Education and Training budget, including provincial grants	20
Table 3 Total enrolments 1992-2023 by type of instituion	142
Table 4 Department of Education manpower and establishment 2023 by division	143
Table 5 National Education System budget appropriations, 2018-2023	144
Table 6 Ministry of Education recurrent budget by program, 2018–2023	144
Table 7 Ministry of Education recurrent budget for general education, 2018–2023	145
Table 8 Ministry of Education recurrent budget - summary by item, 2018–2023	145
Table 9 Education 2023 development budget appropriation by program and donor	146
Table 10 Appropriations in provincial budgets - teachers' salaries, 2019–2023	147
Table 11 Appropriations in provincial budgets - teachers leave fares, 2019–2023	147
Table 12 Appropriations in provincial budgets - Education Function Grants, 2019–2023	148
Table 13 Structure of Ministry of Education budget	148

### Charts

Figure 1 Overview of the PNG Education Sector	1
Figure 2 Current structure of the National Education System	6
Figure 3 National Education System 2023 mid year student enrolments by sectors	7
Figure 4 National Education System 2023 mid year enrolments – by level of education	7
Figure 5 Participation of girls in education in 2023 by type of school	8
Figure 6 The number of teachers by sector in 2023	8
Figure 7 Total number of institutions by sector in 2023	9
Figure 8 Breakdown of institutons by church and government agency in 2023	9
Figure 9 Enrolment trend in General Education sector from 1993-2023	10
Figure 10 Operating schools trend in the NES from 1993-2023	10
Figure 11 Pupil teacher ratio in basic education from 1993-2023	11

# CONTENTS

## TABLES AND CHARTS

### Tables

Table 1 Ministry of Education staff ceiling and establishment, quarter 4, 2023	18
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Table 7 Ministry of Education recurrent budget for general education, 2018-2023	145
Table 8 Ministry of Education recurrent budget - summary by item, 2018-2023	145
Table 9 Education 2023 development budget appropriation by program and donor	146
Table 10 Appropriations in provincial budgets - teachers' salaries, 2019-2023	147
Table 11 Appropriations in provincial budgets - teachers leave fares, 2019-2023	147
Table 12 Appropriations in provincial budgets - Education Function Grants, 2019-2023	148
Table 13 Structure of Ministry of Education budget	148

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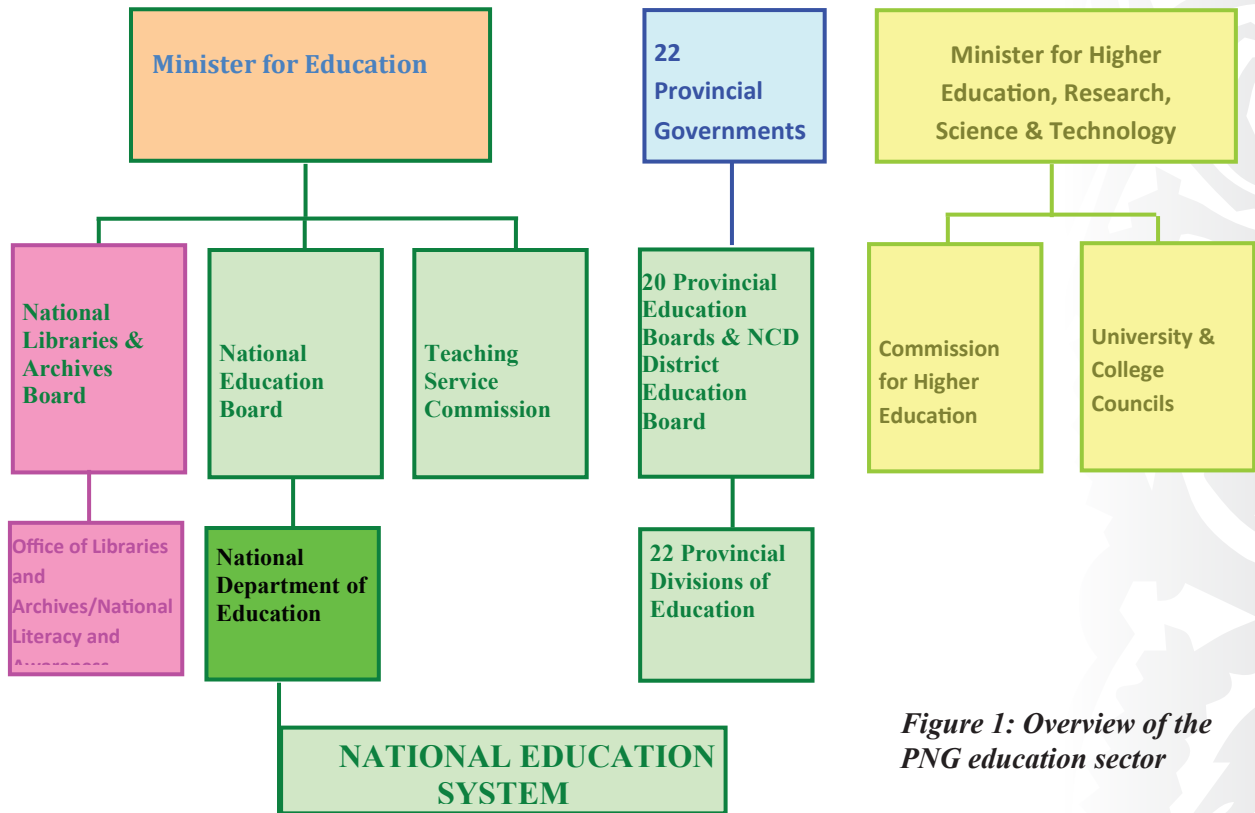
AIDS	Acquired Immune Deficiency Syndrome	IFMS	Integrated Financial Management System
ALESCO	PNG Government Payroll System	IERC	Inclusive Education Resource Centre
AOFP	Annual Operational Financial Plan	IMG	Implementation & Monitoring Group
APPAC	Asia Pacific Accreditation and Certification Commission	JICA	Japan International Cooperation Agency
ARO	Accounts Requisition Officer	JOCV	Japan Overseas Cooperation Volunteers
AS	Assistant Secretary	KABF	Know Your Business Fisheries
AusAID	Australian Agency for International Development	KLM	Kiunga Lake Murray
AWP	Annual Work Plan	KRA	Key Reporting Area
BEST-PNG	Boosting Education Standards in Papua New Guinea	LEG	Local Education Group
BMP	Behaviour Management Policy	LLG	Local-Level Government
CACC	Central Agency Coordinating Committee	MEAL	Monitoring Evaluation Assessment and Learning
CCVE	Citizenship and Christian Value Education	MP	Member of Parliament
CDD	Curriculum Development Division	MPR	Master Position Register
CDM	Curriculum Development Management	MPS	Ministerial Policy Statement
CPSC	Colombo Plan Staff College	MTDP	Medium Term Development Plan
CRC	UN Convention on the Rights of the Child	NASSA	National Approach to Schools Standards and Assessment
CSMT	Curriculum Standards Monitoring Test	n/a	Not applicable
CSO	Civil Society Organisation	Na	Not available
DAT	Diagnostic Amplitude Test	NBC	National Broadcasting Corporation
DoE	Department of Education	NCDES	National Capital District Education Services
DMA	Domestic Market Allowance	NCFS	National Curriculum Development Framework
EdNet	Education Network (DoE ICT)	NDoE	National Department of Education
EFA	Education For All	NEB	National Education Board
EMIS	Education Management Information System	NEC	National Executive Council
ESIP	Education Sector Improvement Program	NEP	National Education Plan
EU	European Union	NES	National Education System
FAS	First Assistant Secretary	NESMA	National Monitoring Standards and Monitoring Assessment
FODE	Flexible Open Distance Education	NGO	Non-Government Organisation
GER	Gross Enrolment Ratio	NHS	National High School
GESI	Gender Equity and Social Inclusion	NLA	National Library & Archives (see OLA)
GoPNG	Government of Papua New Guinea	NLW	National Literacy Week
GTFS	Government Tuition Fee Subsidy	NICTA	National Information and Communication Technology Authority
GPE	Global Partnership for Education	NRI	National Research Institute
HRM	Human Resource Management	NZAID	New Zealand Agency for International Development
ICT	Information and Communication Technology	OJT	On the Job Training
ICCT	Information Communication and Computer Technology	OOSCI	Out Of School Children's Initiative
IEA	International Education Agency	p., pp.	page, pages
IECC	Internal Expenditure Control Committee	PDoE	Provincial Division of Education
		PEA	Provincial Education Adviser
		PEB	Provincial Education Board
		PFD	Project Formulation Documents
		PhD	Doctorate of Philosophy
		PIE	Partners in Education
		PIP	Public Investment Program
		PILAG	Pacific Institute of Leadership and Governance

# ABBREVIATIONS

PILNA	Pacific Islands Literacy and Numeracy Assessment	STEM	Science Technology and Mathematics
PMS	Project Monitoring System	STEAM	Science Technology, Art and Mathematics
PNG	Papua New Guinea	SWAp	Sector Wide Approach (ref..Aid programs)
PNGDSP	Papua New Guinea Development Strategic Plan	TAFE	Technical and Further Education
PNGEI	PNG Education Institute (In-service College)	TESDA	Technical Education and Skills Development Authority
PNGSDP	Papua New Guinea Sustainable Development Program	TIP	Teacher In-service Training
PS	Primary School	TMT	Top Management Team
PSC	Project Steering Committee	TOT	Training of Trainers
QBR	Quarterly Budget Review	TVET	Technical and Vocational Education and Training
RSPMO	Regional Strategic Planning & Monitoring Officer	TVET -FOL	Technical Vocational Education Flexible Open Learning
SBC	School Based Counsellor	UNESCO	United Nations Educational, Scientific & Cultural
SDA	Seventh Day Adventist	UNFPA	United Nations Population Fund
SDC	Staff Development Committee	UNICEF	United Nations Children Fund
SEOC	Senior Education Officers' Conference	UOG	University of Goroka
SLIP	School Learning Improvement Plan	UOT	University of Technology
SME	Small and Medium Enterprises	UPE	Universal Education Plan
CSPA	CorporationStaff Performance Appraisal	UPNG	University of Papua New Guinea
SRGBV	School Related Gender Based Violence	VSO	Volunteer Services Overseas
SSM	Secretary's Staff Meeting	WaSH	Water, Sanitation and Hygiene

# INTRODUCTION

## *The Education Sector*



*Figure 1: Overview of the PNG education sector*

The National Education Board, Department of Education, Teaching Service Commission and Libraries and Archives Board all have their own Acts and they also report separately to the Minister for Education.

### ***Department of Education Annual Report***

This is the 2023 Annual Report of the National Department of Education.

It, therefore, reports on the responsibilities and activities of the Department of Education, and the eighteen 24 Divisions Units within the Department's structure. It does not report in detail on the activities of the other bodies in the Ministry.

The Department of Education is the executive branch of the National Education System and is responsible for overseeing and coordinating the development and functioning of the system.

This report, therefore, begins with an overview of the National Education System, progress in education reform and education policy and objectives. It then focuses more closely on the Department of Education's organisational structure and manpower, budget, and the achievements and constraints of each of its divisions and units.

# The National Education System and implementation of the National Education Plan

## *The National Education System*

### **National Education System administrative authorities**

Under the Education Act, administration of the Education Act and the National Education System is vested in the following education authorities:

- The Minister for Education
- The Secretary for Education
- Provincial governments
- District administrations
- Education agencies
- The National Education Board (NEB)
- The Teaching Service Commission (TSC)
- Education Boards
- Local-level Governments (LLGs)
- The governing bodies of member schools

### **The National Education Board**

The National Education Board (NEB) is the highest decision making body and is responsible for overseeing the development and functioning of the National Education System (NES) and developing and implementing the National Education Plan (NEP). It is responsible for providing advice to the Minister on these matters, in consultation with provincial governments, the Teaching Service Commission (TSC), and education boards and agencies. The Secretary for Education, as the Departmental Head, is the mandatory Chairman of the Board.

### **National Department of Education functions**

Apart from the Education Act, the Organic Law on Provincial Governments and Local-level Governments, the Medium Term Development Strategy, The Universal Basic Education Plan as well as the National Education Plan and the Department of Education Corporate Plan are significant determiners of the Department's policies, priorities and programs.

The Organic Law strictly limits national department functions and resources to determining national policies and standards, and coordinating their implementation through providing support and advisory services to the provinces in areas such as planning, research, training and staff development.

This includes responsibility for teacher education, teacher inspection and registration, determination of the national curriculum and production and distribution of national curriculum materials and examinations.

### **National Education System - national component**

The Department of Education is responsible for operating and developing the national component of the National Education System – that is the national institutions, namely teachers' colleges, technical colleges, national high schools, special education resource centres, the Flexible and Open Distance Education (FODE) and schools in the National Capital District.

Eighty two percent of the Department's staff is deployed in the field, namely the teachers in national institutions and schools in NCD and the Standards Officers (formerly known as Inspectors) who are based in provincial and district centres and regional planning advisors. Standards officers are key officers for supporting service delivery and policy implementation at provincial and school level. Their main roles are to provide advice and to maintain and monitor education standards in terms of school management and the effectiveness of teaching and learning.

The remaining management, advisory, technical and support staff are based at the Department's headquarters, where their functions include providing technical and advisory support for the provinces.

### **National Education System - provincial component**

The provincial component of the National Education System is all registered schools in each province, including elementary, primary, and post primary education, which include the secondary grades from Grade 9 to Grade 12 and vocational centres.

# The National Education System and implementation of the National Education Plan

The delivery of education services in the provinces and districts, through the operation and development of these schools, is the responsibility of provincial and local-level governments and their provincial and district administrations and provincial education boards.

The provincial education staff includes all the teachers in their elementary, primary, high and secondary schools and vocational centres, as well as the officers in their provincial and district education offices. Ninety two per cent (92%) of all teachers are employed by the provinces.

## **Partners and responsibilities**

The operation and development of the National Education System is based on partnership and close cooperation between the different levels of government, parents, communities and education agencies such as churches, and other non-government organisations.

Under the Organic Law on Provincial Governments and Local-level Governments, the National Education Act and Provincial Education Acts, the development, operation and maintenance of schools must be catered for within provincial, district and local-level government plans, in close cooperation with communities, school governing bodies, education agencies such as churches, and other non-government organisations.

Provincial governments must budget for teachers' salaries and entitlements, as well as funding for basic school materials, operating costs and maintenance. Communities, through schools' governing bodies, share in the responsibility for infrastructure. This includes sharing responsibility for planning for, providing and maintaining school buildings, teacher housing and ancillary facilities.

Amendments to the Organic Law on Provincial Governments and Local-level Governments in 2003 replaced the provincial component of education subsidy with Education Function Grants. Function grants are required to be spent on operating costs and maintenance, and at least half must be spent in the districts and on the minimum priority activities.

## **The National Education Plan**

The NEP provides strategic direction for an integrated approach to education. It focuses on improving the quality of education for all and takes account of widespread consultation.

The National Education Plan (NEP) 2020-2029 supersedes the 5-year National Education Plan; 2015-2019. The 10-year NEP is based on the best practice and lessons learnt from the implementation of the NEP 2015-2019 and 2005 - 2014, UBE Plan 2010-2019, research documents, reviews, Impact Projects, Programs and data from Education Management Information System (EMIS). It is also based on a logic framework for ease of monitoring and evaluation.

Every province will play a critical role in the implementation of the NEP using the same framework. Provinces will develop their 3 Year Provincial Education Implementation Plans using the Nine (9) Focus Areas in the NEP. The nine focus areas in the NEP are;

### **Early Childhood Education**

That all Papua New Guinean children are provided with an opportunity to enrol in an Early Childhood Education program to ensure their full school readiness for entry into the formal education system

### **Access**

That all Papua New Guineans have access to 13 years of education and training in a safe and hygienic environment that is conducive to learning

### **Equity**

That all Papua New Guineans will have equal opportunity regardless of geographic location, economic circumstances, gender and disability

### **Teachers and teaching**

That there will be sufficient well-trained and qualified teachers to meet student demand with resources and support at schools to allow for quality teaching and learning taking place

# The National Education System and implementation of the National Education Plan

## **Quality Learning**

That an appropriate curriculum and assessment system is in place to allow learners, supported by relevant and sufficient learning materials, to acquire globally comparable skills and knowledge, certificated when appropriate, required for each to lead a productive and healthy life and contribute meaningfully to national development

## **Education pathways**

That there are easy-to-access pathways available outside of the traditional post primary education sector that will allow learners to choose an equivalent, alternative way in which to attain the knowledge and skills that they need to lead a happy and fulfilling life

Local management and partnership

That strong local education leadership at district, community and school level has ensured well managed schools, monitored on a regular basis, that are supported by and are fully accountable to the communities that they serve.

## **Management and administration**

That national, provincial and district systems will operate efficiently, utilising appropriate information technology, that will allow schools and teachers to focus on improved student learning outcomes.

## **Citizenship and values**

That when children exit from the education system they have a sense of who they are and where they come from in respect of Christian principles, their customs, cultures and beliefs, and show tolerance to and an acceptance of PNG ways

## ***Major Strategic Features of the NEP; 2020-2029***

### **Early Childhood Education,**

Early Childhood Education is not at present the responsibility of the DoE but, there is an increasing acknowledgment of its importance and the global call to promote early childhood learning has challenged the department to develop an ECE Policy and to include ECE in this plan. In this plan period a PNG model for ECE to capture especially the 4 and 5 year olds will take a Public Private and Church Partnership approach until such time the government takes on board all aspects of all ECE teaching and learning.

### **13 Years of Quality Universal Education**

Under this plan, through the school restructure reform, the Department of Education is now taking a bold step to declare 13 years of Universal Education. Children will start at the age of 6 in a preparatory grade and receive a relevant 13 years until they reach grade 12. The move is an exciting and highly significant step forward for PNG as it will see PNG lead in commitments to new global targets.

### **Restructure of the School Systems**

The plan carefully lays out the 1-6-6 school structure which will see elementary education phased out and replaced as Pre School. Key features include the following:

- Offer 13 years of universal education,
- One entry at prep and one exit at grade 12
- Early childhood is currently optional for 4 and 5 year olds and will become part of the formal system preparing a child for formal schooling at prep grade.
- Primary education will start at grade 1 and finish at grade 6
- High School will start at grade 7 and finish at grade 12
- National High Schools to become schools of excellence

As the restructure takes effect there will be a need to build new or expand existing infrastructure to cater for additional enrolment. The infrastructure development will happen gradually over the plan period.

# The National Education System and implementation of the National Education Plan

## **Qualified and competent teacher**

To cater for 13 years of universal education, teachers in all sectors must receive high quality pre-service program and further undergo professional development programs through regular in-service. Along with improved teacher quality, factors such as provision of suitable housing and better administration of teacher conditions and welfare are critical.

## **Infrastructure**

An important aspect of quality is adequate school infrastructure. There are many schools in the country that do not have this and the Plan required significant commitment from all parties, including different levels of Government, schools themselves and local communities, to improve this situation. More than just classrooms, the Plan also required specialist buildings to reflect the importance being afforded the STEM disciplines. It is impossible to know just how much has been done because records are not kept. A start has been made on encouraging sound Water, Sanitation Hygiene (WaSH) practices.

## **Standards Based Curriculum**

The outcome based Education has been phased out and replaced with Standards Based Education. The standards based curriculum will be used in all schools. An attempt to harness the power of digital age in this plan will see the production of curriculum in electronic forms for e-learning.

Implementing CCVE curriculum will pave the way forward for children to be taught life changing and guiding Christian principles values and ethics.

## **Education Pathways**

To achieve Universal Education, students need to be able to choose most suitable pathways to their needs. This plan looks at developing and promoting an understanding among parents and students for TVET education pathways, purpose and routes to employment. Strengthening of the FODE system and to link FODE and TVET will provide viable option for students' movements between the education pathways.

## **Other General Features**

The current grade 8 and 10 examinations will be used for measuring standards and not for selection while the National Examination at Grade 12 will be for selection into tertiary institutions for all students (in mainstream schools, permitted schools, FODE and TVET institutions). This will be achieved over time. It will be mandatory for students to sit for National Education Quality Standards Assessment test to monitor curriculum and teacher standards.

English will be the language of instructions for all schools in the national education system.

There will be standards set on school sizes, class sizes, and teacher to student ratio for each level of education. These standards will determine the establishment of new school, approval of additional classes and creation of teaching positions.

Emphasis is also on School Leadership so that there is good schools planning and management. Community and Parental Support is also essential part of this plan. The government will continue to fund school subsidy.

# The National Education System and implementation of the National Education Plan

## Structure of the Education System

### Current structure

The structure was introduced to provide access to all eligible students to continue their education to the highest level they possibly can.

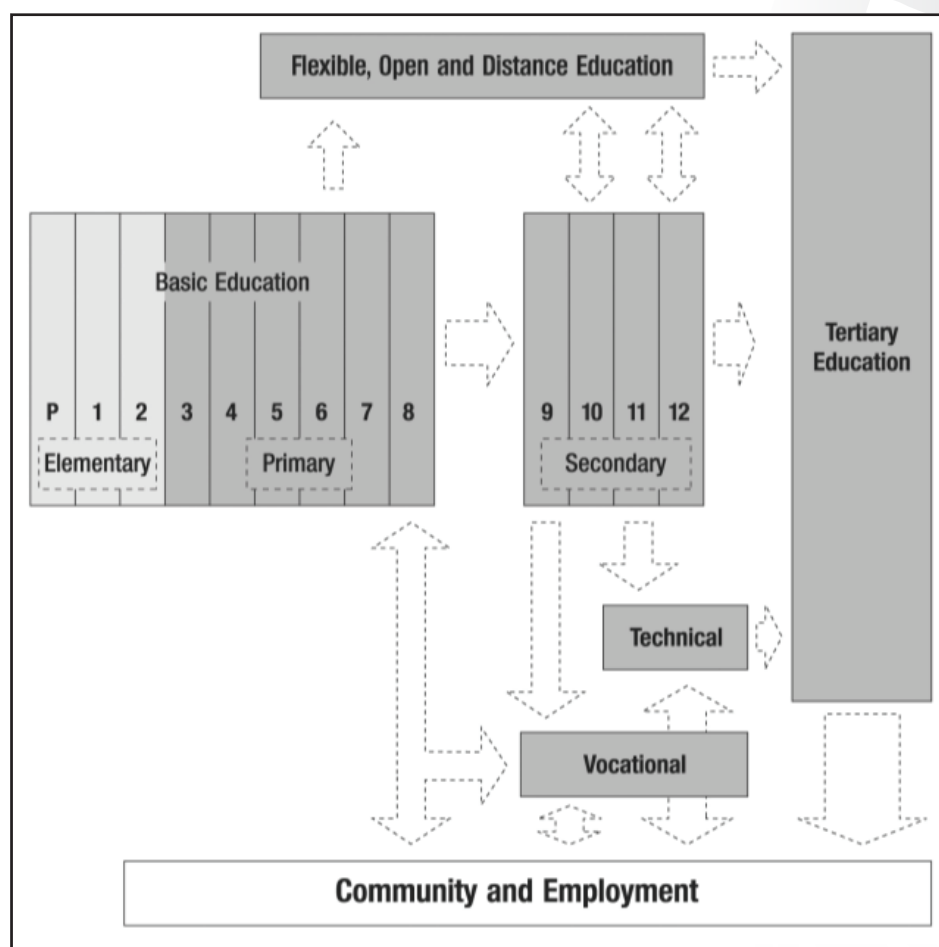


Figure 2 Structure of the National Education System



## STUDENTS

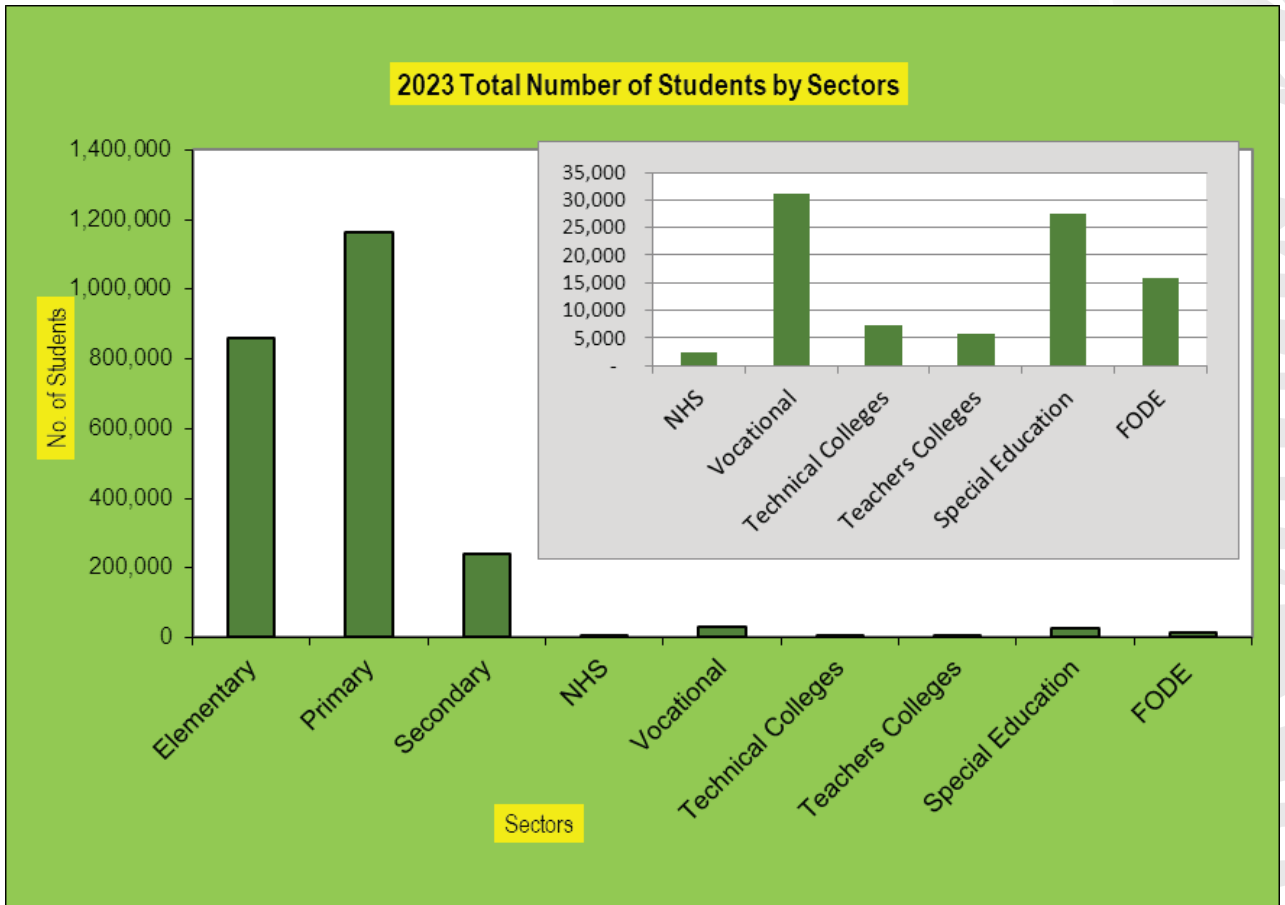


Figure 3 National Education System 2023 mid year enrolments by sectors.

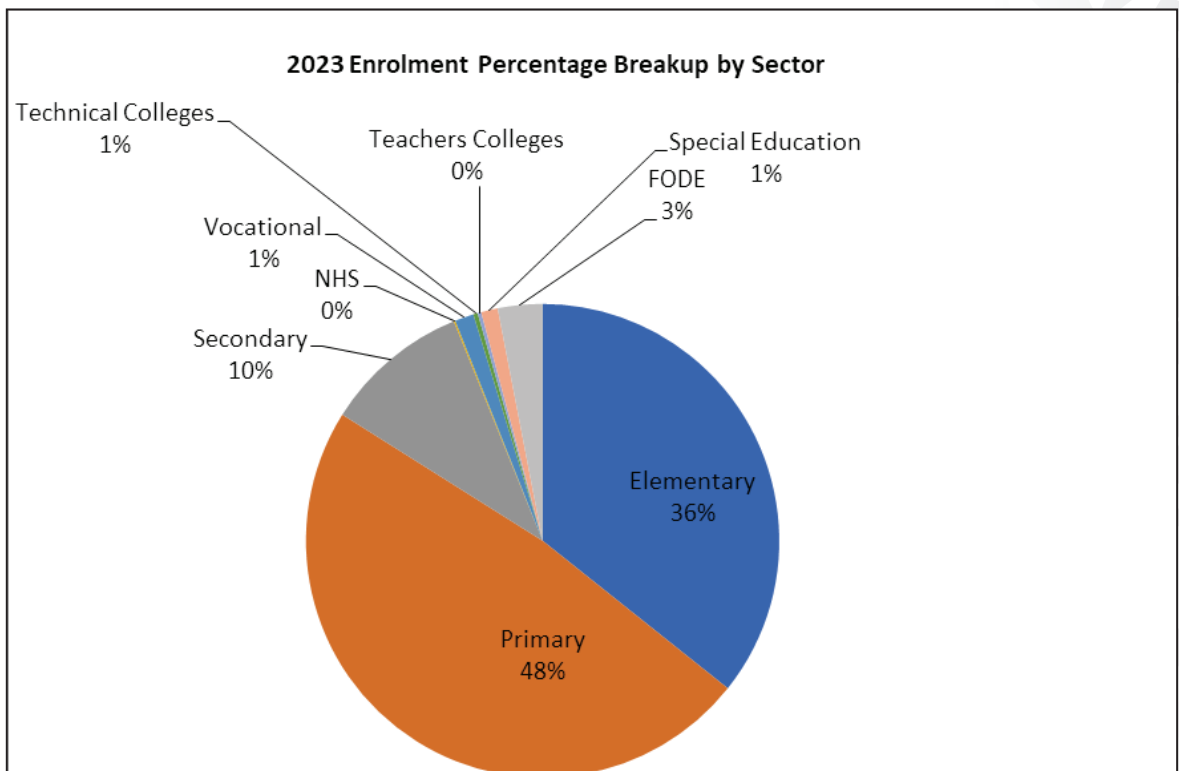


Figure 4 NES 2023 mid year enrolments - by level of education (not type of school).

## GENDER EQUITY

There has been a gradual increase in the percentage of girls attending school since the start of the education reform.

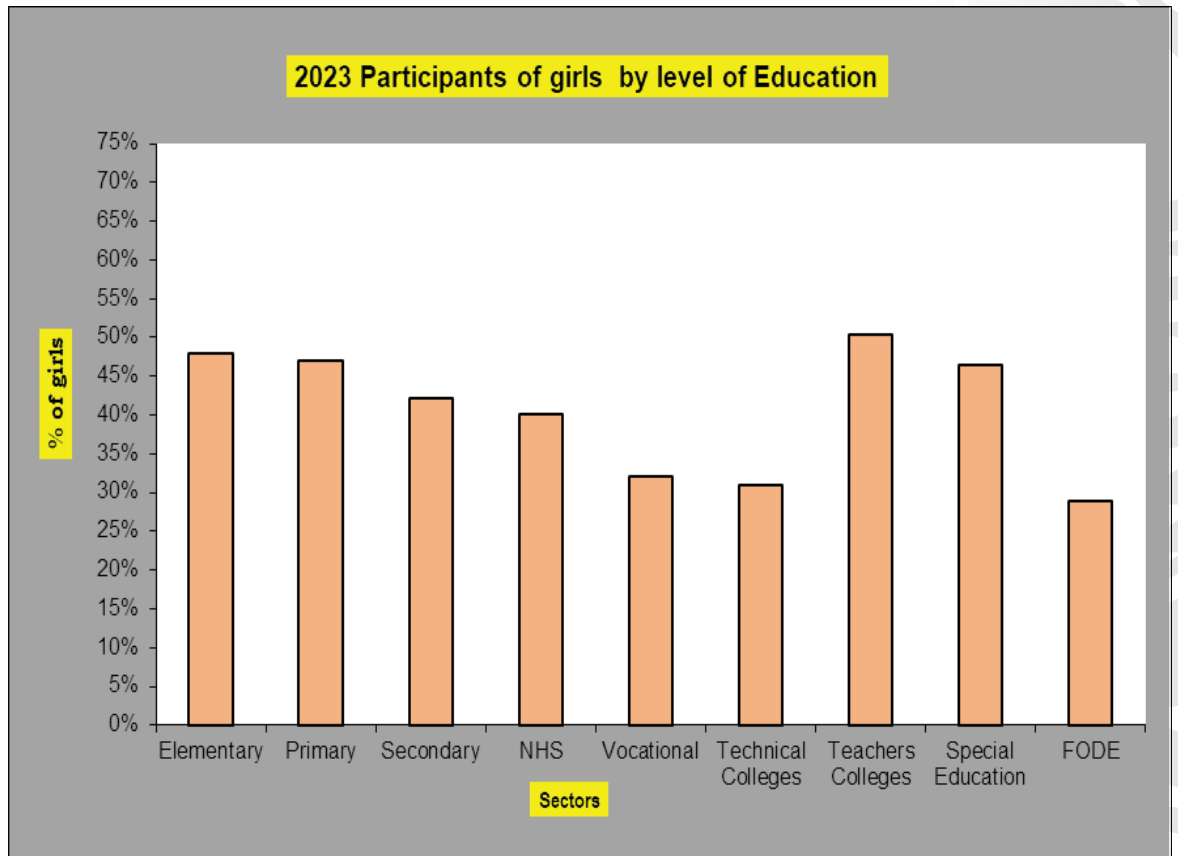


Figure 5: Participation of girls in education in 2021 by type of school

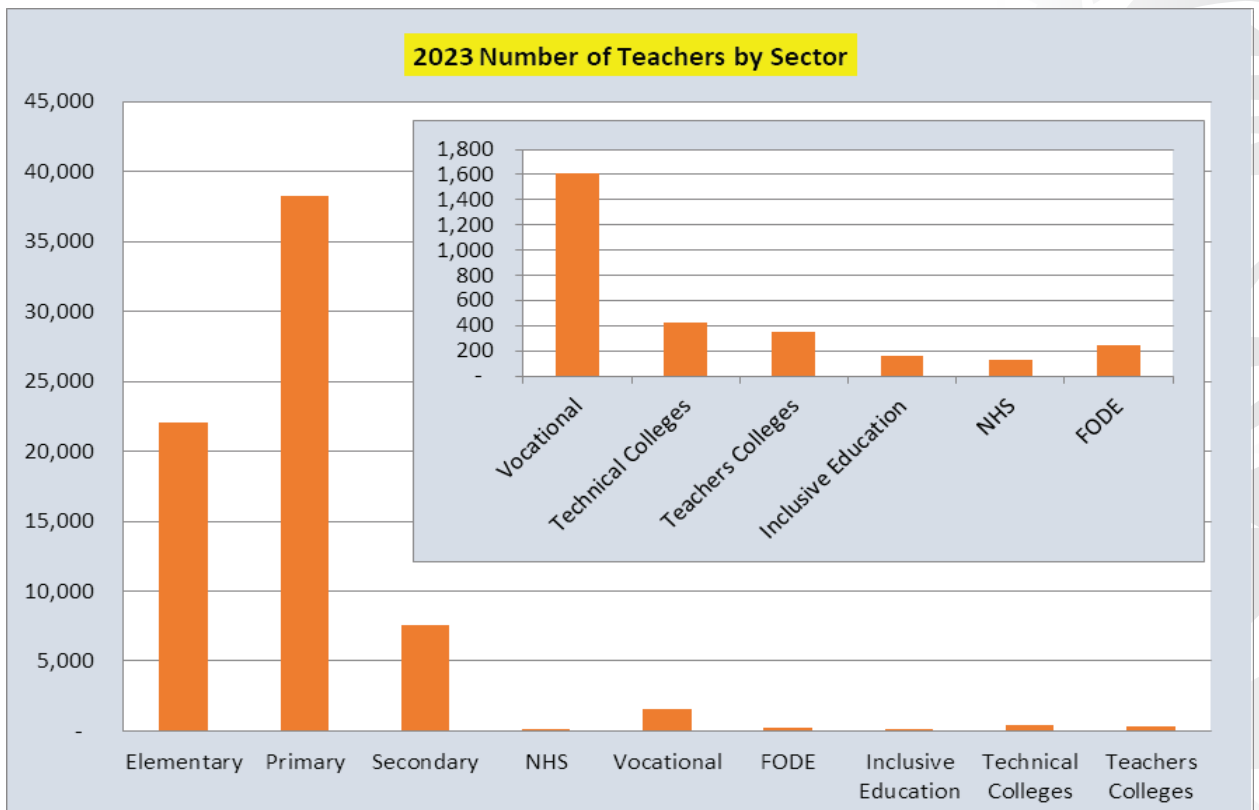
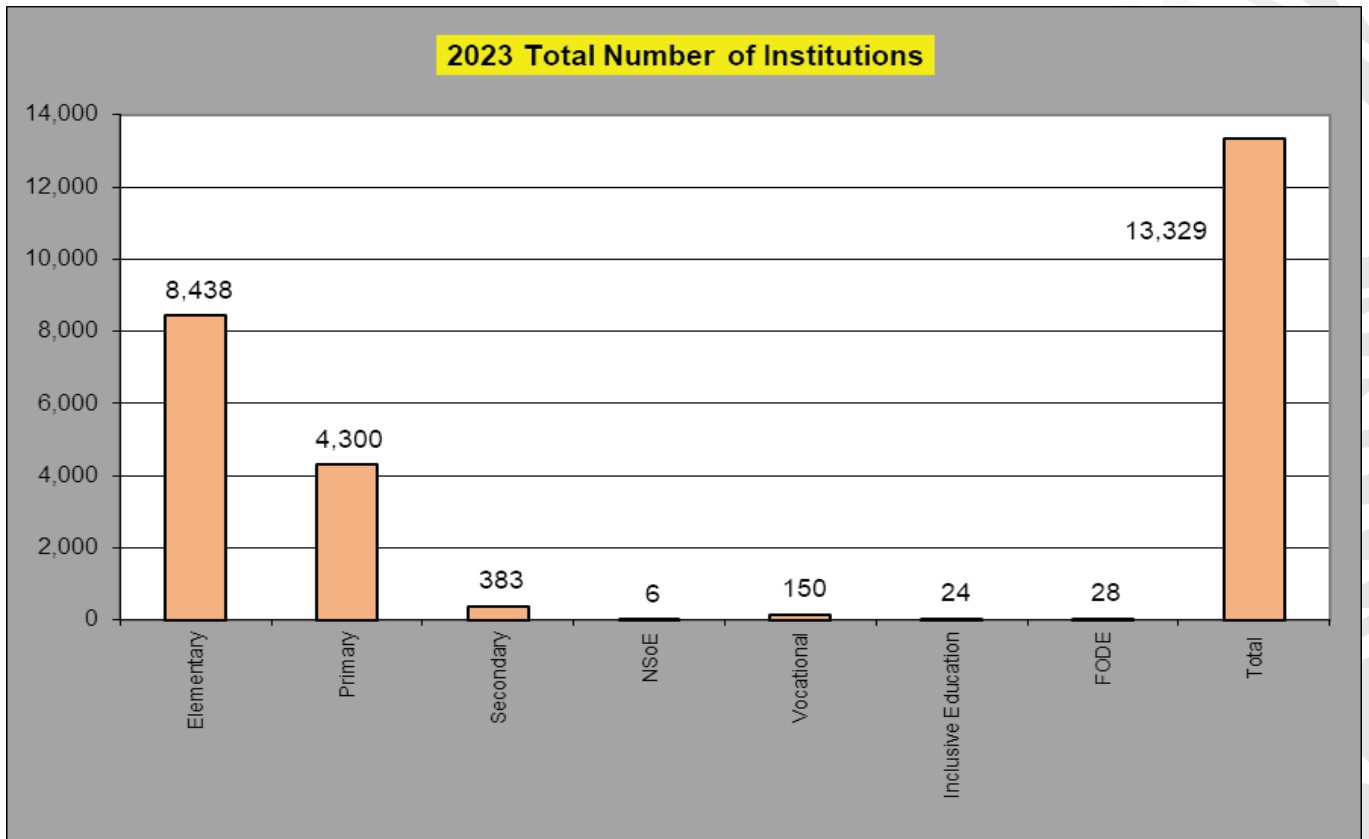
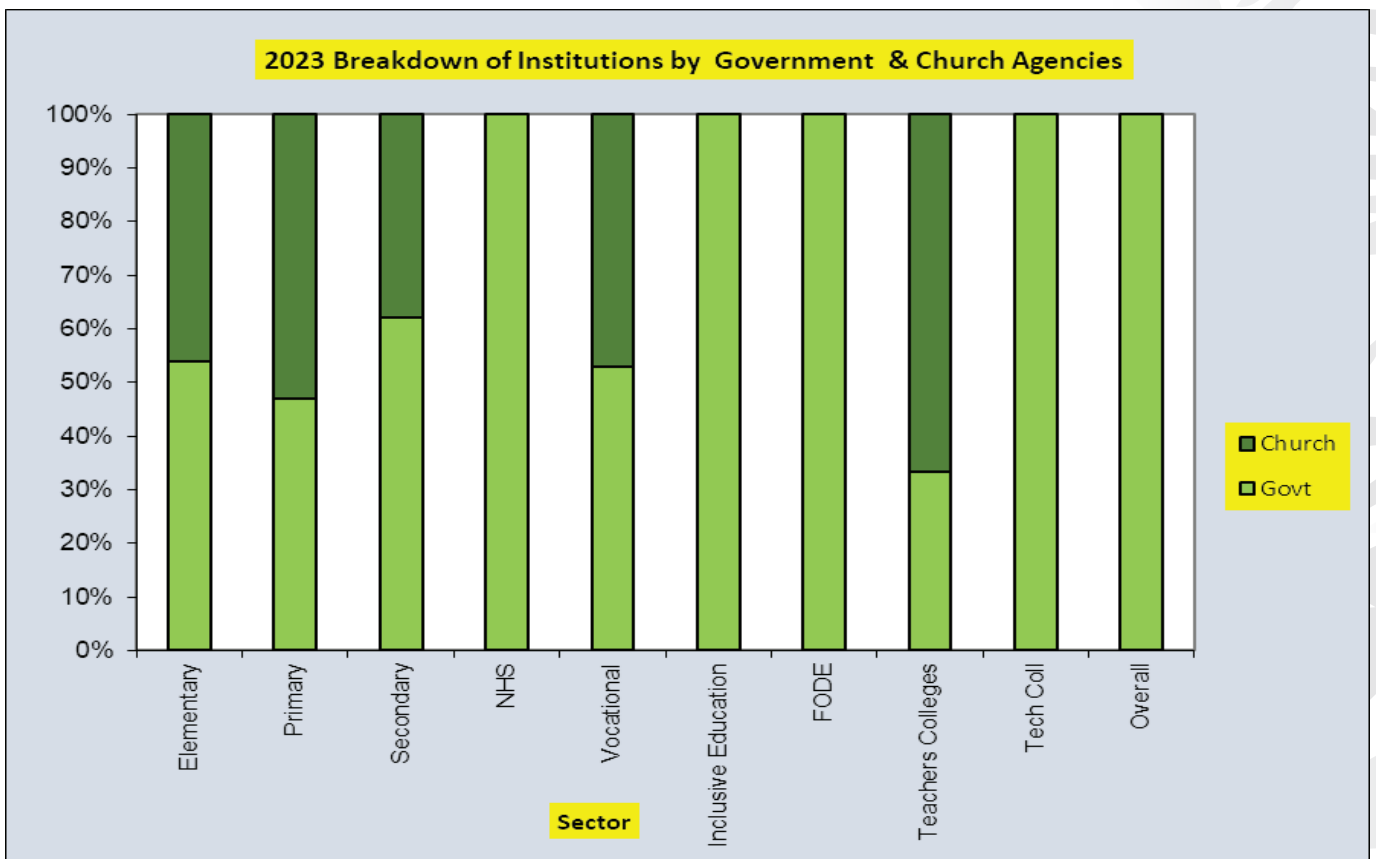


Figure 6: Total number of teachers by sector in 2023.

# THE NATIONAL EDUCATION SYSTEM

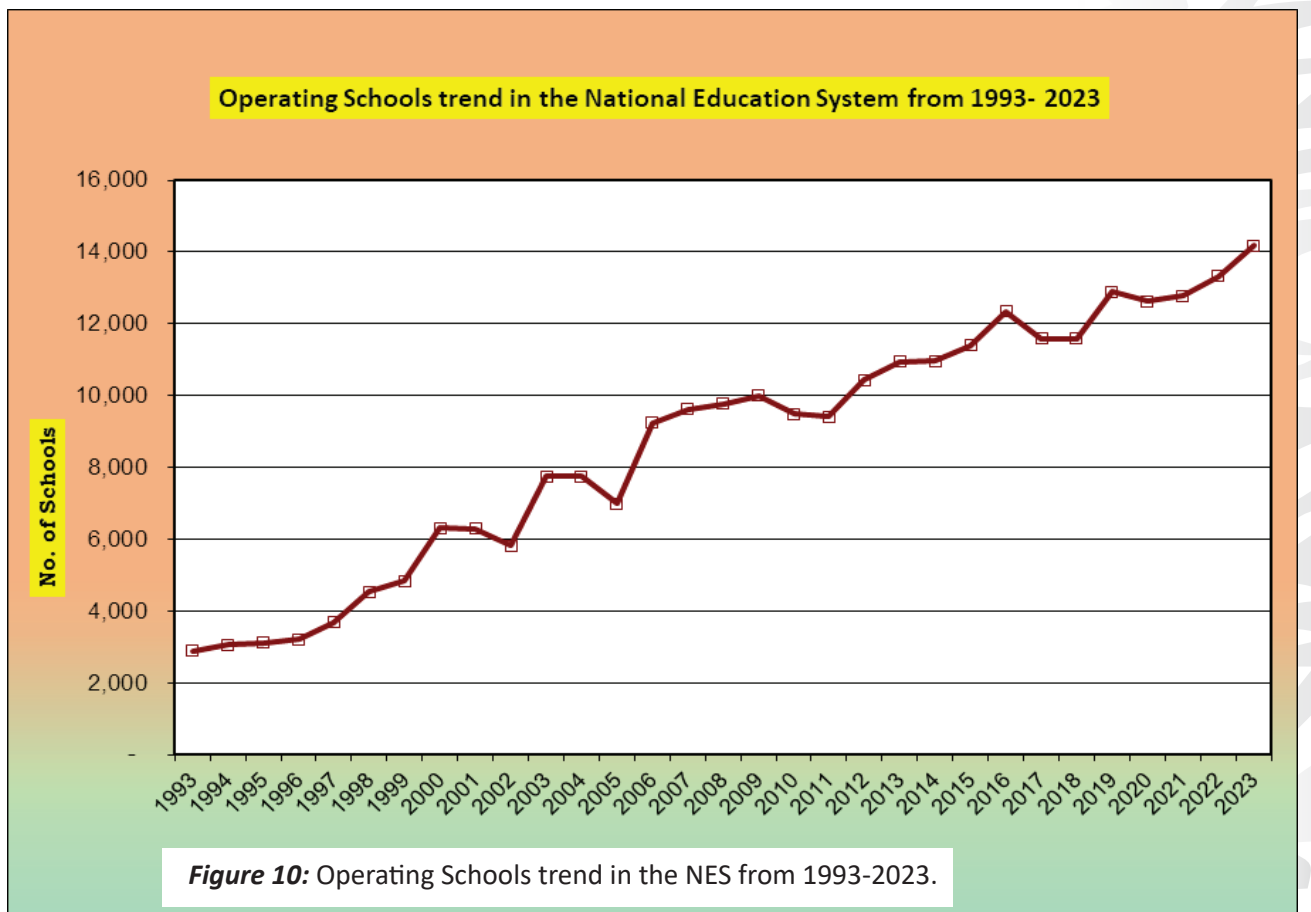
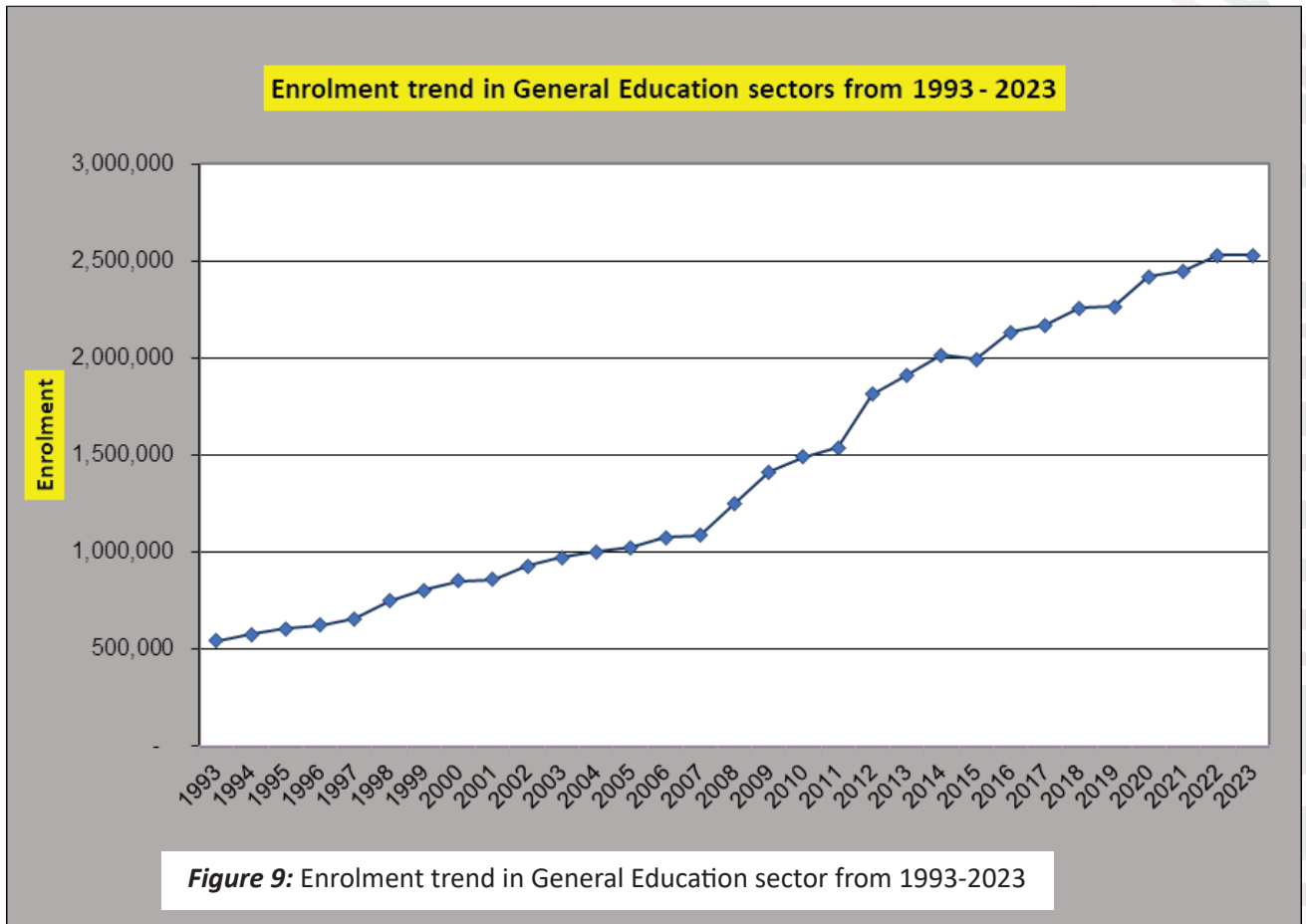


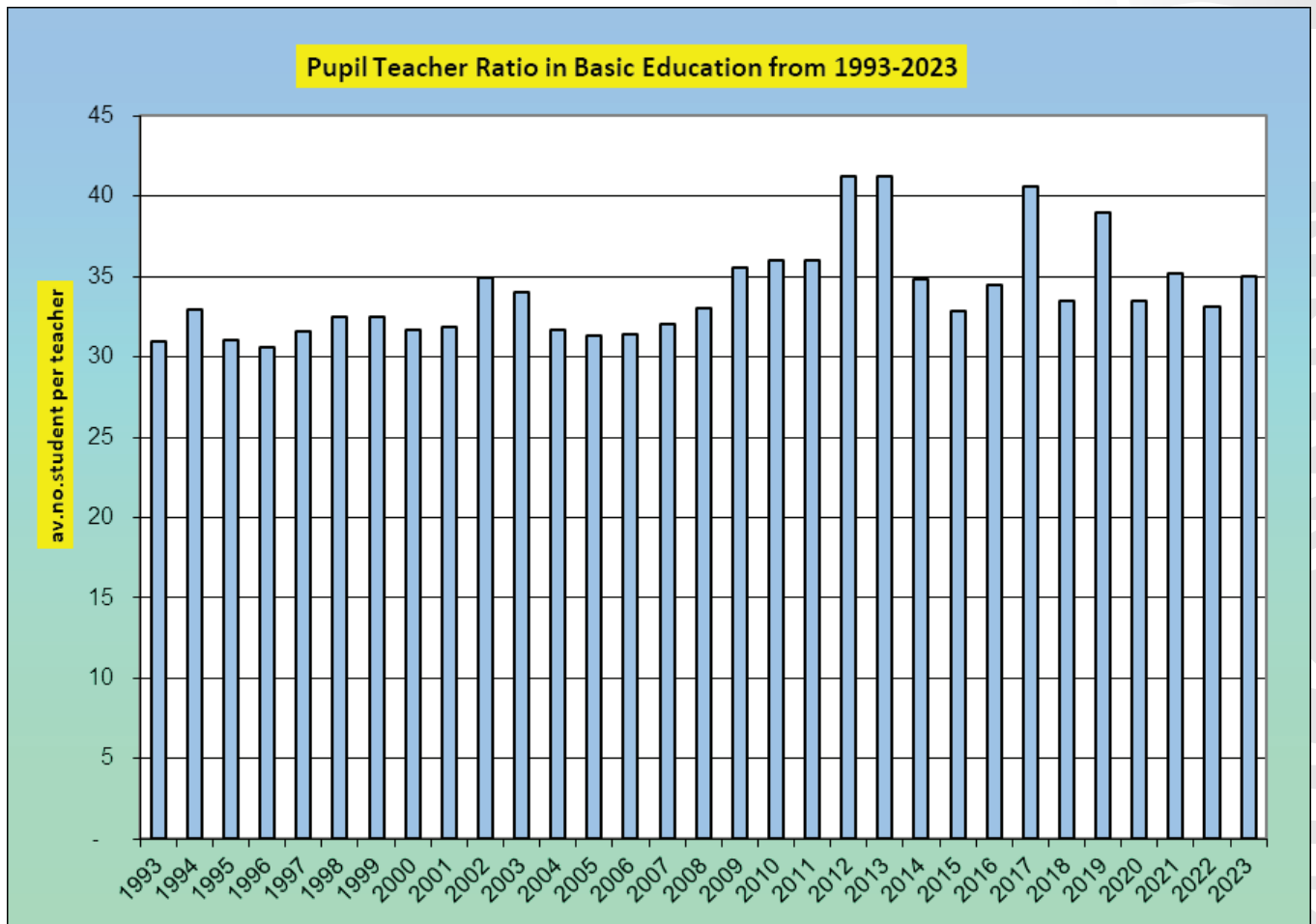
**Figure 7:** Total number of institutions by sector in 2023



**Figure 8:** Breakdown of institutions Total number of institutions by sector in 2023

# THE NATIONAL EDUCATION SYSTEM





**Figure 11:** Pupil teacher ratio in basic education from 1993-2023.

# EDUCATION POLICY AND OBJECTIVES

## Legal framework

The National Education System, and the Department of Education's functions and responsibilities are governed mainly by the following Laws and guidelines:

- The Organic Law on Provincial Governments and Local-Level Governments, 1995, as amended 1996–1998
- The Education Act, 1983, as amended 1995
- The Teaching Service Act, 1988, as amended 1995
- The National Libraries and Archives Act 1993.
- The Higher Education Act, 1983, as amended 1995 and 2000
- The Public Service General Order
- The Public Finance Management Act

## ***Department of Education objectives and strategies***

These are determined by the legal framework and policy. They are detailed in the Department of Education Corporate Plan 2022–2024, the National Education Plan NEP 2020-2029.

## ***Policy framework***

National policy objectives and strategies for education have been shaped by the National Goals and Directive Principles of the National Constitution, the Education Act and international obligations, as well as fairly consistent statements of policy and education development strategy by successive governments. Lately, the emergence of the Vision 2050 with the seven development pillars has been accommodated. This consistency has been important to the progress achieved in education reform.

### **1. National Goals and Directive Principles**

The National Goals and Directive Principles of our National Constitution are:

1. Integral human development of all citizens
2. Equity and participation
3. National sovereignty and self-reliance
4. Natural resources and environment
5. Papua New Guinea ways.

### **2. Major Government policies and international obligations**

- Vision 2050
- Papua New Guinea Development Strategic Plan (DSP) 2010-2030
- Medium Term Development Plan (MTDP) 2005–2010 and 2011-2015
- Recovery and Development
- Reduction in the size and cost of the public service
- Provision of services at the provincial and district level.
- Millennium Development Goals
- Education For All goals
- UN Convention on the Rights of the Child.

### **3. Vision 2050**

The Vision 2050 is a long-term strategic plan for Papua New Guinea. It is designed to map out the future direction for our country and reflect the aspirations of the people of Papua New Guinea.

The Vision 2050 maps out PNG's development initiatives for the next 40 years and identifies seven strategic pillars underpinning economic growth and development. The PNGDSP translates the seven strategic focus areas of Vision 2050 into directions for economic policies, public policies and sector interventions with clear objectives, targets and indicators.

Vision 2050 is underpinned by seven Strategic Focus Areas, which are referred to as pillars:

## EDUCATION POLICY AND OBJECTIVES

- Human Capital Development, Gender, Youth and People Empowerment;
- Wealth Creation;
- Institutional Development and Service Delivery;
- Security and International Relations;
- Environmental Sustainability and Climate Change;
- Spiritual, Cultural and Community Development; and
- Strategic Planning, Integration and Control.

The education sector is tied in with pillar one but at least it should capture the other six pillars in the planning and management.

### **4. PNG Development Strategic Plan 2010-2030 (PNGDSP)**

The Papua New Guinea Development Strategic Plan, 2010-2030 has ushered in a new era of development planning for our country. Building on the Vision 2050, this strategic plan now marks the way to prosperity. This plan is the substance of Vision 2050, clearly describing where we want to be by 2030. It is the map for our nation, explaining how we can attain prosperity for all our people.

### **5. Medium Term Development Plan**

The Medium Term Development Plan (MTDP) 2011-2015 is the Government's policy document for development. The MTDP guides the development of sector policies, plans and strategies. The allocation of scarce resources will be prioritised across sequenced targets and deliverables over the 5 year period of the MTDP. Sectors, provinces, CSOs and development partners' Public Investment programs and budget appropriations will be aligned to priorities of Vision 2050, PNGDSP and the first MTDP.

Vision 2050 and PNGDSP both provide economic development frameworks and performance indicators that enable policy proposals to be prioritised and closely monitored through implementation of the MTDP.

The Medium Term Development Strategy priorities for the education sector are:

- Basic education as the first priority, with the goal being for all children to complete nine years of basic education.
- Vocational and technical training as the second priority, with secondary and tertiary education third and fourth priorities.

### **6. Policy on Recovery and Development**

The Government's Policy on Recovery and Development focuses on three interrelated objectives in order to facilitate economic and social recovery and development and strengthen political and administrative systems.

The Policy's objectives are to:

- ensure good governance
- embark on an export driven economic growth strategy so as to enhance macroeconomic stability and to facilitate greater private investment and competition; and
- foster rural development, poverty reduction and empowerment through human resource development.

### **7. Policies specific to education**

- Integral Human Development
- Education for All
- Universal Primary Education/ Universal Basic Education 2010-2019
- Increased access to education at all levels
- A priority for support for quality elementary, primary and secondary education
- Reform of the curriculum to provide quality education that is relevant to the life of the people – 'skills development for life'
- Increased retention of children in school at all levels
- Equal participation by females and males in all levels of education

## EDUCATION POLICY AND OBJECTIVES

- Increased participation by the poor, people with physical and, mental disabilities, and those who are socially or educationally disadvantaged
- Development of literacy skills for all
- Improved technical and vocational education
- Public, Private and Church Partnerships
- Self-reliance in schools
- Water Sanitation and Hygiene in schools
- National Education Plan 2020-2029
- HIV/AIDS Policy for the National Education System.
- Tuition Fee Subsidy

### 8. Objects and purposes of the National Education System

The Education Act, as amended, 1995, Section 4 Subsection (1) states that:

‘Bearing in mind the National Goals and Directive Principles of the Constitution, the objects and purposes of the National Education System, by maximum involvement and co-operative effort by persons and bodies interested in education in the country (including the State, the teaching profession, provincial governments, local-level governments, churches and the community as a whole) and the maximum utilization of the resources available from all sources, are:

- for the integral human development of the person; and
- to develop and encourage the development of a system of education fitted to the requirements of the country and its people; and
- to establish, preserve and improve standards of education throughout the country
- to make the benefits as widely available as possible; and
- to make education accessible to the poor and the physically, mentally and socially handicapped

as well as to those who are educationally disadvantaged,

as far as this can be done by legislative and administrative measures, and in such a way as to foster among other things a sense of common purpose and nationhood and the importance and value of education at all its various levels.

### 9. National objectives

The National Executive Council has assigned three national objectives to the Ministry of Education:

- To develop an education system to meet the needs of Papua New Guinea and its people, which will provide appropriately for the return of children to the village community, for formal employment, or for continuation to further education and training
- To provide basic schooling for all children as this becomes financially feasible
- To help people understand the changes that is occurring in contemporary society, through the provision of non-formal education and literacy programs.

### 10. Mission Statement

The Department of Education's mission, as defined by the National Executive Council, and stated in the Department's Corporate Plan and the National Education Plan, is the same as the objectives and purposes of the National Education System, as stated in the Education Act.

The mission is fivefold:

- To facilitate and promote the integral development of every individual
- To develop and encourage an education system which satisfies the requirements of Papua New Guinea and its people
- To establish, preserve, and improve standards of education throughout Papua New Guinea
- To make the benefits of such education available as widely as possible to all of the people
- To make education accessible to the poor and physically, mentally and socially handicapped as well as to those who are educationally disadvantaged.



## 11. Aims of education

Consistent with the philosophy of Integral Human Development, as enshrined in the National Constitution and the Philosophy of Education Report, successive governments have called for an education system which:

- gives value and status back to appropriate community attitudes, knowledge and skills which are relevant to community development, and
- supplements this with a degree of competence in English, mathematics and science in order to ensure the development of Papua New Guinean citizens who:
  - are committed to their own personal development and view education as a continuing life-long process
  - are imbued with a productive work ethic, and value both rural and urban community development activities in the context of national development
  - are prepared for the realities of life in most communities; and
  - have the capacity to participate in further training for manpower needs.

## 12. Millennium Development Goals

At the Millennium Summit in New York in September 2000, the states of the United Nations reaffirmed their commitment to working towards a world in which sustaining development and eliminating poverty would have the highest priority. The eight Millennium Development Goals grew out of the agreements and resolutions of world conferences organised by the United Nations in the previous decade. These goals, which Papua New Guinea, along with all other United Nations member states, has committed to, are:

- Goal 1: Eradicate extreme poverty and hunger
- Goal 2: Achieve universal primary education
- Goal 3: Promote gender equality and empower women
- Goal 4: Reduce child mortality
- Goal 5: Improve maternal health
- Goal 6: Combat HIV/AIDS and other diseases
- Goal 7: Ensure environmental sustainability
- Goal 8: Develop a global partnership for development.

Every effort is being made for children to achieve a primary education, but in the current economic climate it is difficult to see how the second goal can be achieved in the time frame.

## 13. Universal Primary Education (UPE)

There are three components of universal primary education:

- All children should begin formal primary schooling (grade 1) by the age of seven
- All children should complete the primary cycle of education (which in Papua New Guinea is to the end of grade 8)
- All children should reach a required standard of literacy and numeracy at the end of this primary cycle of education.

## 14. Education Sector Improvement Program

Papua New Guinea continues to work closely in partnership with donor agencies to support the Department of Education that they provide the desired outcomes consistent with the National Plan for Education. The Education Sector Improvement Program (ESIP) follows the principles of the government's Sector Wide Approach (SWAp).

## EDUCATION POLICY AND OBJECTIVES

### 15. Education for All (EFA)

The six Education for All (EFA) goals from the United Nations were agreed to by all nations at Jomtien, Thailand, in 1990, and reaffirmed in Dakar, Senegal, in 2000. These goals, which Papua New Guinea has committed to, are:

- To expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children
- To ensure that by 2015 all children have access to free and compulsory primary education of good quality
- To ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs
- To achieve a fifty percent improvement in levels of adult literacy by 2015
- To eliminate gender disparities in basic education by 2005
- To improve all aspects of the quality and excellence of education with measurable learning outcomes.

Every effort is being made to give children the opportunity to achieve a primary education, but, in the current national budget framework the second Education for All goal will not be achieved in the time frame. The National Education Plan 2005-2014 aims to achieve the fifth EFA goal within the timeframe of the NEP as opposed to that stipulated by EFA.

### 16. United Nations Convention on the Rights of the Child (CRC)

Papua New Guinea signed the UN Convention on the Rights of the Child in 1993. Article 28 of the Convention is a commitment to promote the right of all children to have an education. It stresses that this right must be achieved on the basis of equal opportunity. The Goals of Article 28 of the Convention on the Rights of the Child include:

- To make primary education free and compulsory
- To promote the different forms of secondary and vocational education and make educational and vocational information available to all
- To make higher education accessible to all
- To take measures to encourage regular attendance at schools and reduce dropout rates





National Department of Education  
**MANPOWER & BUDGET SECTIONS**

Annual Report  
2023



## ESTABLISHMENT AND MANPOWER CEILING

### The Education Payroll

- More than 99% of the total employees are teachers, while the remaining, less than 1% are public servants.
- Less than 10% of the total number of public servants and teachers on the Education Payroll are employed within the organisational structures and budgets of agencies and institutions within the Ministry of Education.
- The remaining 90% come within the structures and budgets of the provinces. This includes all teachers in provincial institutions as well as public servants in provincial education offices, and provincial libraries.
- All data input for the 'Education Payroll is processed by the ALESCO Payroll System within the Payroll Division and in 21 provinces for teachers.
- Personnel and salaries functions have been decentralised to 21 provinces as of 2023. These provinces are as follows; Western, Milne Bay, Morobe, Madang, East Sepik, Sandaun, Enga, Western Highlands, Simbu, Eastern Highlands, Manus, East New Britain West New Britain, New Ireland, Autonomous Region of Bougainville, Oro, Central, Jiwaka. Southern Highlands, Hela and Gulf have all been decentralised.  
These provinces process and maintain personnel and salaries records for their employees (teachers). Payroll Division carries out these functions for the remaining provinces, and the public servants in the Ministry of Education.
- The Payroll Division continues to provide fortnightly payroll reports to provinces and divisions. However the provinces and divisions continue to fail each year to provide appropriate documents (EDB.023 & RoDSS) to effect the changes on the Payroll System.

### Ministry of Education Establishment and Manpower Ceiling

- Table 1 below and Table 4, p. 143 summarises the Department of Education's staff ceiling and establishment in 2023.

**Table 1** Ministry of Education staff ceiling and establishment, quarter 4, 2023

Staff Establishment Register for 2023	
Approved Staff Ceiling	1,012
Approved Budget Ceiling	47,254,736.00 (Per 2022 DPM PS Salary Fixation Agreement – Midpoint Salaries)
Staff on strength	684
Substantive	1
Unattached Acting	683
Unattached (redundant)	668
Short Term Contract	24
Vacancies	328

- The manpower ceiling approved for the Ministry in the 2023 National Budget appropriation was 1,012 public service positions and **2,732 teachers in National Institutions and 1,555 teachers in the National Capital District schools.**

# ESTABLISHMENT AND MANPOWER CEILING

## Public Servants

- Table 4, p. 143 provides information about public servants in the Department of Education in 2023.
- There are 684 public servants on strength in the Ministry of Education structure in quarter 4, 2023. These were staff on strength in the line divisions providing support services for general education, teacher education and technical and vocational education.

## Teachers

- The number of teaching positions approved by TSC is based on the number of teachers expected to be required for the number of children who enrol in each school. The total number of teachers reported to be on the payroll by Pay 26 in 2023 was 65,641.

## Localisation

- More than 98% of teachers, and 99% of the public servants, are national staff. The number of non-local officers continues to be reduced. Elementary, primary and special education teaching positions are fully localised.



# THE EDUCATION BUDGET

## EDUCATION AND TRAINING SECTOR 2023

The composition of the 2023 budget appropriation for the Education and Training Sector, by agency, is shown in Table 2.

**Table 2 Education and Training Sector budget, including provincial grants**

2023 EDUCATION AND TRAINING SECTOR BUDGET, INCLUDING PROVINCIAL GRANTS				
AGENCY	RECURRENT "K000"	PIP (K"000")	TOTAL (K"000")	
<b>EDUCATION</b>	<b>3,086,400.7</b>	<b>50,000.0</b>	<b>3,136,400.7</b>	
MINISTRY OF EDUCATION	1,074,741.1	46,000.0	1,120,741.1	
UNESO	4,734.3	-	4,734.3	
OFFICE OF LIBRARY & ARCHIVES	10,058.9	4,000.0	14,058.9	
TEACHERS SALARIES (PROVINCES)	1,813,255.7	-	1,813,255.7	
TEACHERS LEAVE FARES (PROVINCES)	46,740.0	-	46,740.0	
EDUCATION GRANTS (PROVINCES)	136,870.7	-	136,870.7	
<b>HIGHER EDUCATION &amp; TRAINING</b>				
DEPARTMENT OF HIGHER EDUCATION, SCIENCE, RESEARCH & TECHNOLOGY	196,561.1	61,944.1	258,505.2	
UPNG	80,400.0	10,000.0	90,400.0	
UOT	70,553.1	23,000.0	93,553.1	
UOG	42,214.0	5,000.0	47,214.0	
UENR	33,779.3	10,000.0	43,779.3	
MARITIME COLLEGE	8,043.5	4,000.0	12,043.5	
NATIONAL TRAINING COUNCIL	2,421.1	-	2,421.1	
LEGAL TRAINING INSTITUTE	13,273.0	-	13,273.0	
<b>TOTAL HIGH EDUCATION &amp; TRAINING SECTOR</b>	<b>447,245.10</b>	<b>113,944.10</b>	<b>561,189.20</b>	
<b>TOTAL NATIONAL BUDGET</b>	<b>3,533,645.80</b>	<b>163,944.10</b>	<b>3,697,589.90</b>	

- The total 2023 appropriation for the Education and Training Sector was K 3,697.589.90 billion. Ministry of Education budget 2023
- The 2023 budget appropriation for the Department of Education has two components, the Recurrent (Operational) and Development (Capital Investment).
- The recurrent budget appropriation through budget division 235 in 2023 was K1074, 741.1 across 46 recurrent activities.
- The Development Budget through budget division 235 had an appropriation of K56, 100.0 million across 12 projects.
- The budget through budget division 235 covers the NDoE (including NCD Education Services), The Teaching Service Commission (TSC), The Office of Library and Archives (Literacy & Awareness) PIP Budget which included The National Literacy and Awareness Secretariat (NLAS).
- The Department of Education's operational funds are used to carry out the core function of coordinating and supporting education and training for more than 2.4 million students in all sectors of education throughout Papua New Guinea in 2023.
- The Department's core functions required by legislation include inspections, curriculum development, national examinations and teacher training & development. Funds are also required for operating national institutions – teachers', technical and business colleges, national high schools, special education resource centres and NCD schools and vocational centres.

### Ministry of Education Development Budget

- The development budget and donor activity are shown in Table 9 on page 146. The 2023 PIP appropriation for the Ministry was K56.1 million.
- The appropriation of K56.1 million is represented by GoPNG funding of K39.8 million, donor funding (Global Partnership Education – GPE) funding of K 16.3 million and JICA's K1.1 million towards the Strengthening Primary Teachers (Maths & Science) project.
- From the (14) projects approved in the 2023 National Budget, one (4) projects are financed by Donor whilst eight (8 ) are GoPNG fully funded,
- 99.9 % of the Ministry's Development Budget appropriation was from government of Papua New Guinean, hence only 1 % from GPE (UN) and JICA.

In 2023 donor support did not gain momentum which significantly reduced the aid support to department for the implementation of the National Education Plan 2020-2029 and the Universal Basic Education Plan 2019 - 2029. Project funds continue to be required for implementation of the reforms, supply of school materials and library books, increased access, maintenance and upgrading of buildings and facilities, and the training of teachers.



# DIVISION REPORTS

## POLICY AND PLANNING

### FUNCTIONAL STATEMENT

#### The following are the activities provided by the Divisions;

To assist and advise the Minister and Secretary in the development of relevant policies, long term strategies and disseminate information and awareness on priorities, programs, and policies to the sub-national levels and stakeholders in accordance with the legislative and regulatory requirements and the National Education objectives.

To assist the Secretary in the management of the Department in accordance with its established functions and responsibilities. The following are the services provided by the Division.

#### 1. STRATEGIC PLANNING

Provide technical advice to the First Assistant Secretary Policy and Planning and the Secretary for Education on all aspects of education strategic planning and the implementation of the education reforms consistent with the SDG4, NEP 2020-2029 and Education Sector Development Plan 2023-2027. Assist and liaise with Provincial/District Education officials on all matters relating to their education plans. Ensure that all sector and sub-sector educational plans are consistent and aligned to the Government macro plans, Vision 2050, PNG DSP 2010-2030 and the MTDPs.

- To advise and assist Provincial and District Education Officers in the development of Provincial and District Education Plans respectively.
- To facilitate and monitor the implementation of Provincials / Districts Education Plans consistent with National Education Plan 2020 – 2029 targets.
- To advise and assist the Divisions within the Department and the Education Division in the Provinces to develop their Annual Operation Plans.
- To develop and manage a range of capacity building training workshops to strengthen the planning and management capacity of officers of Provincial and National Education Divisions, including Provincial and District Planners. The training will include the dissemination of DoE Policies.
- Facilitate in the coordination of NDOE consultative process.
- Assist in the development of policy guidelines for the implementation of the education reform program in response to the NEP 2020-2029.
- Support and Liaise closely with the Regional Strategic Planning and Monitoring Officers (RSPMO) Officers in running of workshops for provincial/district education officers involved with planning and management of the education system at the sub national level.
- Liaise and have close consultation with Senior provincial/district education officers on all aspects of the education reform inline with NEP 2020-2029 initiatives, Vision 2050, PNG DSP 2030 and the MTDP 2003-2027.
- Assist with Education development projects task as required including attending seminars, conference as when required.
- Ensure all provincial/districts education plans are costed, edited and implemented effectively in consistent with National Plans
- Inform clients/stakeholders and supervisors by communicating on a regular basis on issues of concern regarding education planning and monitoring .

#### 2. POLICY DEVELOPMENT AND REVIEW:

To provide assist and advice the Minister for Education, through the Secretary for Education, in the development and review of relevant policies in accordance with relevant legislative requirements and Education policies.

Assist to oversee and coordinate the policy review and development of DoE Policies.- Assist to review new policy initiatives consistent with NEP 2020-2029, , DSP 2010-2030 and MTDP 2023-2027 and Vision 2050

- To facilitate TMT and SSM meetings and also to disseminate important decisions of the TMT and SSM for public information and awareness.



# DIVISION REPORTS

## POLICY AND PLANNING

- To provide administrative support to the Minister for Education on NEC and Parliamentary matters including the provision of advice to senior executives of NDoE relating to NEC Policy decisions on education issues. Ensure the timely and orderly delivery of important ministerial policy statements and documents to Parliament.
- Develop Policy processes that support and encourage innovation in the Ministry's work
- To review and provide advice on Education Policies pertaining to the Government Education funding support for churches. In particular the Kina for Kina Building Subsidy Programmes and Grant – In – Aid to churches / Mission Education Secretaries.

### 3. MEDIA & COMMUNICATION

Facilitate coordination, production and distribution of an organization's internal and external message through the different advocacy and marketing campaigns. Facilitate the production of the different materials such as Education Gazette, Education Calendar, Department's Annual Report, Senior Education Officers Conference Report, Weekly Radio Program, the preparation of press releases/speeches as well as providing information on Departmental policies to the schools and general public.

- Develop, review and implement the Communication Policy to ensure efficient and effective delivery of education information for public consumption and awareness.
- Oversee media relations, including writing and distributing news releases, responding to media inquiries and maintaining a media kit for DoE.
- Ensure that the regular press releases and speeches are prepared promptly for the Secretary to inform the stake holders.
- Ensure that data/information from divisions are collected, analyzed and compiled for the annual report, radio programmes, newsletter and media organizations.
- Provide advice to Divisional Heads or senior officers on any matters relating to media to ensure the best maximum value of information or awareness is provided.
- Ensure all print and electronic media activities are successfully completed by developing a communication strategy and personally leading the team to achieve the branch's activities.
- Work closely with ICT to manage the website and social media, posting regular social media updates and engaging with people on your social media channels.

### 4. NEB & PROVINCIAL SERVICES

Oversee the policy development and coordinate and Review the implementation of Government Policies, education policies pertaining to education issues. Assist to review new policy initiatives consistent with NEP 2020-2029, Education Sector Development Plan 2023-2027, DSP 2010-2030 and MTDP 2011-2015 and Vision 2050

- to advise the Minister on the national education plan in accordance with Section 7 of the Education Act for the development of the National Education System
- to advise the Minister, Secretary, Provincial Governments, the Teaching Service Commission, Education Boards and education agencies on any matter affecting the National Education System, the efficiency of schools or the welfare of teachers;
- Coordinate the preparation and arrangements for quarterly or special NEB meetings. Maintain an accurate and up to date record of all submission and decisions and record minutes of NEB and communicate the outcome/decisions to relevant action officers and stakeholders
- Compile NEB Annual Report and through Secretary furnish to the Minister for presentation to Parliament by 31st of March each year.
- Provide briefs to Secretary and Minister (through Secretary) on matters pertaining to NEB, reply to parliament questions, motions, and Parliament Statements.
- Prepare submissions to DSDT, SSM, TMT, NEC or relevant bodies on NEB.
- Maintain an accurate and up to date file and record of all decisions for SEOC, SSM, TMT, NEB and NEB sub-committees.

# DIVISION REPORTS

## POLICY AND PLANNING

- Ensure Provinces have a legitimate Provincial Education Board.
- Liaise with the Legal Officers to conduct PEB induction course for new boards..
- Liaise with the Province to ensure that correct vacant positions are advertised in the Vacancy Gazette.
- Liaise with Provincial Education Boards or representatives of education authorities on teacher appointment and advertisements to ensure meeting set deadlines and procedures.
- Print Education Vacancy after preparing, collating and editing all information on vacancies including other publicity materials (notices for promotions, transfers, appointments, and corrigendum) and disseminate to PDoE.
- Provide sound advice on Church/NGO's matters.

Budget activity	Policy and Planning 10410 (235-2101-1111)		
	Revised appropriation (K'00s)	Warrant authorized (K'000s)	Expenditure (K'000s)
Staffing costs	1024	683	564
Total costs (including staffing)	2,953	2,613	1,653
<b>Targets</b>	<b>Achievements and non-achievements</b>		
Monitor the implementation of NEP 2020-2029 through Corporate plan 2022-2024 and Provincial Implementation Plans	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>• Template developed and indicators listed to track the NEP 2020 - 2029.</li> </ul> <p><b>Challenges/ Non Achievement</b></p> <ul style="list-style-type: none"> <li>• The analyzed data for 2021 and 2022 are yet to be released by EMIS (RED) to monitor the indicators.</li> </ul>		
Conduct Senior Education Officers Conference. (SEOC)	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>• Successful 32nd Senior Education Officers Conference in Wabag - Enga on the 10th - 14th July. 42 Policy Decisions were made</li> </ul>		
Coordinate SSM/TMT meetings and support policy analysis and review	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>• PDR coordinates the SSM meeting only. We have so far held 9 meetings with the 10th to be staged on Monday 30th October 2023. Meetings are conducted as advised by the office of the Chairman. 9 of expected 12 meeting minutes and decision matrices drafted and circulated to members</li> <li>• Analysis of SSM presentations per presenter and division was submitted</li> </ul> <p><b>Challenges/ Non Achievement</b></p> <ul style="list-style-type: none"> <li>• The access to the Meeting portal for uploading and use by members</li> <li>• Timely submission from members</li> </ul>		
Policy Management System	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>• PDR has ended the 4th phase of the PMS development on Policy Awareness.</li> <li>• This activity was tied in with the monitoring of PEIP development and implementation by provinces. Three provinces were visited - Manus, Northern and West Sepik Provinces - KRA 1 for PPD. 3 out of 4 provinces visited.</li> <li>• 13 Policies are completed and should be launched this year</li> <li>• Another 10 policies are in drafting to be completed in 2024</li> </ul> <p><b>Challenges/ Non Achievement</b></p> <ul style="list-style-type: none"> <li>• Enga province was not visited due to security concerns</li> <li>• Administration of logistics for the work of the PMS was slow so an ARO from other division was engaged.</li> </ul>		
Conduct provincial visits on WaSH Policy and Plan Implementation	<ul style="list-style-type: none"> <li>• This activity has been moved to the newly established School Intervention and Innovation Division</li> </ul>		
Clustering & Mapping on School Restructure	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>• Central, NCD and Manus have been assisted to do develop their school clusters</li> <li>• 2 x Workshops held and tools developed to assist province to map &amp; cluster their schools</li> </ul> <p><b>Challenges/ Non Achievement</b></p> <ul style="list-style-type: none"> <li>• The nation-wide clustering and mapping exercise has not been undertaken due to logistical challenges.</li> </ul>		

# DIVISION REPORTS

## POLICY AND PLANNING

<b>Commentary and way forward</b>			
<p>The Policy and Planning Division is one of the biggest divisions with 4 branches/ units and 35 positions. Currently, only 20 out of the 35 positions are occupied. This year has been a challenging year with quarter one taken up by movement of office, quarter two taken up by non-acquittal issues. Most of the activities were carried out in quarter three and four leaving the Division to not fully implement all its activities in the AOF.</p> <p>The Provincial Services functions were also transferred to the division and due to acute manpower issues, little were done to implement the related activities.</p>			
Budget activity	<b>Regional Support</b>		<b>1298 (2101-1118)</b>
	Revised appropriation (K'000s)	Warrant authorized (K'000s)	Expenditure (K'000s)
Staffing costs	0	0	0
Total costs <i>(including staffing)</i>	570	570	81
Support Provinces to implement NEP 2020-2029	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>Madang, Manus, East New Britain, ARoB, Central, NCD &amp; ORO were assisted in quarter 3</li> </ul> <p><b>Challenges/ Non Achievement</b></p> <ul style="list-style-type: none"> <li>No Provinces were visited in quarter 4 due to logistical challenges.</li> </ul>		
Capacity building at the regional level / Full finance resourced and functioning regional office facilities/regional planners housing	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>Highlands and Momase regional Office were assisted with office equipment's (Desktop &amp; Printer)</li> </ul> <p><b>Challenges/ Non Achievement</b></p> <ul style="list-style-type: none"> <li>The Regional Planners houses require urgent maintenance and although approval was given to PMU to do full scale scoping, the task has not been carried out due to competing priorities and less manpower in PMU.</li> </ul>		
Capacity building for National and Sub-national officers (Planners & DEAs)	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>Regionals officers, attended a month on Capacity building</li> <li>The PMS awareness workshops covered: Legal Framework, Alignment of priorities and Plan of Action to Planners and DEAs).</li> </ul> <p><b>Challenges/ Non Achievement</b></p> <ul style="list-style-type: none"> <li>Capacity building should be an ongoing exercise because of the high turnover of Provincial and District staff.</li> </ul>		
Regional Planners monitoring visit to provinces	<p><b>Challenges/ Non Achievement</b></p> <ul style="list-style-type: none"> <li>This is an important activity to ascertain the level of 166 implementation however, due to the late approvals this activity has been carried forward to 2024.</li> </ul>		
<b>Commentary and way forward</b>			
<p>The funding for the regional support has been increasing every year however; the support given to the regional office has been limited due to lengthy approval process and slow release of warrants.</p>			
Budget activity	<b>Coordination of National Education Board (NEB)</b>		<b>(11500 (235-2101-1113))</b>
	Revised appropriation (K'000s)	Warrant authorized (K'000s)	Expenditure (K'000s)
Total costs	1,432	1,432	501

Targets	Achievements and non-achievements		
Conduct 6 NEB meetings, (one per quarter) 2 special	<b>Achievements</b> <ul style="list-style-type: none"> <li>5 x NEB Meetings conducted (1per quarter) 1 Special NEB Meeting.</li> </ul>		
Conduct 28 TMT meetings, (fortnightly) and 14 SSM meetings, (1 per month) 2 special TMT & 2 Special SSM	<b>Achievements</b> <ul style="list-style-type: none"> <li>Six TMT Meetings and one special meeting to vet NEB221 submissions convened.3 SSM Meetings begin convened. All decisions have been action.</li> </ul>		
Conduct 6 NEB Sub-committee Meetings	<ul style="list-style-type: none"> <li>5 x NEB Sub/ Professional Committee Meeting.</li> </ul>		
Disburse Grant in Aid	<b>Challenges/ Non Achievement</b> <ul style="list-style-type: none"> <li>Churches have not been active in accessing this funding thus leaving these money unspent.</li> </ul>		
Development and Review of Policies	<b>Achievements</b> <ul style="list-style-type: none"> <li>Policies developed this year are: School Management &amp; Supervision Policy, Infrastructure Policy, Leave Fare Management Policy, GESI Policy Finalization</li> <li>Some current policies are also under review and should be completed by end of this year or first quarter of 2024.</li> </ul>		
Writing and editing of NEB annual reports	<b>Achievements</b> <ul style="list-style-type: none"> <li>2023 NEB Annual report compiled.</li> </ul>		
Printing NEB Annual report and Education Act (revised)	<b>Achievements</b> <ul style="list-style-type: none"> <li>Printing of NEB Annual Report for 2020,2021 and 2021 is on tasked and as well Education Act version 2020</li> </ul>		
<b>Commentary and way forward</b>			
<p>The Coordination of the National Education Board (NEB) ensures that that the decisions made provides checks and balance for the education system to operate. This year, 31 new members of the National Education Board were sworn in at the first meeting in Loloata. Out of the 31, 16 are full members while 15 are alternate members. The board will serve a three year term from 2023 to 2026.</p> <p>Going forward all stakeholder of the education sector are represented however, the Office of Library and Archives seems to be a spectator with no active participation or representation in the NEB.</p>			
<b>Budget activity</b>		<b>Media and Communication</b>	
		<b>10400 (2101-1101)</b>	
	<b>Revised appropriation (K'00s)</b>	<b>Warrant authorized (K'000s)</b>	<b>Expenditure (K'000s)</b>
Staffing costs	600.9	511	340
Total costs ( <i>including staffing</i> )	1,181	1,011	1,037
Targets	Achievements and non-achievements		
Communicate the implementation of policies and initiatives through writing, production and distribution of news, information and awareness material on a regular basis to education officers, schools and civil society through the different media organisations.	<ul style="list-style-type: none"> <li>15 press statements for the Minister and Secretary written</li> <li>11 speeches written for the Minister and Secretary which were presented at different events.</li> <li>Wrote scripts for 38 out of 41 weekly radio programs that were produced by the Media Centre and aired on Karai National Radio every Monday at recess for teachers to listen to.</li> <li>Attended various events both in Port Moresby and in the provinces and gathered news and information and photographs which were published in the public media, the website, and the newsletters.</li> <li>Held a week's workshop, developed key messages on the 9 key focus areas of the NEP 2020-2029 and printed 13 pull-up banners for each floor in Vulupindi Haus at a cost of K19, 000.</li> <li>A total of 15 advertisements run in the National, Post Courier, Sunday Chronicle, Sunday Bulletin, and Wantok Niuspepa.</li> <li>Organised and conducted 5 media conferences on various topics including policies and programs being implemented by the Department.</li> </ul>		

## POLICY AND PLANNING

Develop and implement an awareness policy for the Department.	<ul style="list-style-type: none"> <li>Developed a work plan and budget for the activity and submitted to the Secretary for approval. Approval was granted for the development of the strategy. EQAP is going to support the development of this strategy.</li> </ul>
Coordinate the development and printing of the annual report and the annual education calendar.	<p>2023 NDoE Annual Report</p> <ul style="list-style-type: none"> <li>Divisions emailed their final 2022 reports on October 10 and 11 to update to 2023. Deadline of Oct 30 given.</li> <li>Submitted request for a five day's workshop to compile the report. Currently, awaiting approval from Secretary to proceed in November.</li> </ul> <p>2024 Education Calendar</p> <ul style="list-style-type: none"> <li>80,000 calendars printed and airlifted as cargo to all the provinces except NCD, Central and Gulf.</li> </ul>
<b>Commentary and way forward</b>	
<p>The challenge for Media and Communication for a couple of years now is insufficient manpower, funding and resources resulting in lack of awareness and publicity for the Department. Also the lack of a Communications Strategy is an issue. The development and implementation of one should help to market the Department more. The branch looks forward to collaborating with the other branches to in the Policy and Planning Division to implement its activities.</p>	

## PROJECT MANAGEMENT

### FUNCTIONAL STATEMENTS

The following are the activities provided by the Division;

#### 1. AID COORDINATION

- Direct and coordinate the preparation of project submissions for the Department emanating from the divisions, schools, provinces and districts. Maintain an accurate and up to date record of all project submissions and reports.
- Examine and follow up project issues and monitor the implementation of projects and provide evaluation/progress reports to senior management.
- Responsible for communicating the project reports and assessments to the affected agencies and authorities.
- Assist with the drafting of the Project Proposals, Ministers briefs, Secretary's briefs, reply to Donor Communities and statements etc.
- Assist with project situational assessment, research, collection and collation of data required for evaluation of major project initiatives consistent with NEP 2015-2022.
- Maintain an accurate and up to date file and record of all donor activities and all submissions and papers emanating from within the department and all relevant government institutions.
- Establish effective links with relevant action officers in other departments and agencies and act as a safe hand courier for important and confidential communications links as required.
- Provide technical support and professional assistance to line divisions in new program inception involving partners and other stakeholders.
- Review, analysis and draft new projects according to the requirement of Education Acts, NEP 2015-2022 consistent with government requirements.
- Lead and contribute to a positive and effective team building by continuous consultation with all stakeholders and encourage cooperation and best work practices.

## FUNCTIONAL STATEMENTS

- Ensure all educational institutions are aware of the new project initiatives through regular consultation to achieve clients' satisfaction.
- Contribute to maintain performance by ensuring subordinates provide cover and relief assistance to the unit when required or on own initiatives.

### 2. EDUCATION PROJECTS ADMINISTRATION

- Coordinate the preparation of project submissions for the Department emanating from the divisions, schools, provinces and districts. Maintain an accurate and up to date record of all project submissions and reports.
- Examine and follow up project issues and monitor the implementation of projects and provide evaluation/progress reports to senior management.
- Responsible for communicating the project reports and assessments to the affected agencies and authorities
- Assist with the drafting of the Project Proposals, Ministers briefs, Secretary's briefs, reply to Donor Communities and statements etc.
- Assist with project situational assessment, research, collection and collation of data required for valuation of major project initiatives consistent with NEP 2015-2022.
- Maintain an accurate and up to date file and record of all DOE's activities and all submissions and papers emanating from within the department and all relevant government institutions.
- Maintain and facilitate quarterly visit for current DOE projects
- Conduct quarterly Project Steering Committee meetings for DOE and partners.
- Establish effective links with relevant action officers in other departments and agencies and act as a safe hand courier for important and confidential communications links as required.
- Provide technical support and professional assistance to line divisions in new project development.
- Review, analysis and draft new projects according to the requirement of Education Acts, NEP 2015-2022 consistent with government requirements.
- Lead and contribute to a positive and effective team building by continuous consultation with all stakeholders and encourage cooperative and best work practices.
- Ensure all educational institutions are aware of the new project initiatives through regular consultation to achieve clients satisfaction.
- Contribute to maintain performance by ensuring subordinates provide cover and relief assistance to the unit when required or on own initiatives.

Budget activity	Aid Coordination and Project Management		
	11499 (235-2101-1112)		
	Revised appropriation (K'000s)	Warrant authorized (K'000s)	Expenditure (K'000s)
Staffing costs			
Total costs (including staffing)	1,167	1,154	267
<b>Targets</b>	<b>Achievements and non-achievements</b>		
<b>AID COORDINATION</b>			
Project and Program Managers Consultative(PPMC) meetings	<b>Achievement</b> <ul style="list-style-type: none"> <li>• 3x meeting conducted (April, August, November)</li> </ul> <b>Non-Achievement</b> <ul style="list-style-type: none"> <li>• 1/4 PPMC Meeting not conducted</li> <li>• 4<sup>th</sup> Meeting scheduled to be conducted on December</li> </ul>		
Project Steering Committee Meeting (PSC)	<b>Achievement</b> <ul style="list-style-type: none"> <li>• 3 /4 PSC Meeting conducted</li> </ul> <b>Non – Achievement</b> <ul style="list-style-type: none"> <li>• 1 /4 PSC Meetings not held</li> <li>• PSC Meetings not held pending PPMC Meetings and disruptions due to schedules/other meetings</li> </ul>		

<p>LEG Steering Committee Meetings (Education Sector Stakeholders Forum, formerly ESIP)</p>	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>• 3 /4 LEG meetings held</li> <li>• PNG is a nominee for GPE 2025 funding model and work.</li> <li>• Partnership Compact Document completed and to be submitted to the GPE Quality Assurance Team.</li> <li>• System Capacity Grant approved by GPE</li> <li>• ESDP at the Final stages for finalization and approval by NEC and launching.</li> <li>• LEG resolution were implemented and reported on each meeting.</li> </ul> <p><b>Non-Achievement</b></p> <ul style="list-style-type: none"> <li>• Quarter 4 meetings not held due to time limitation</li> </ul>
<p>GPE Partnership Compact [PC]</p>	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>• 3x Partnership Compact Meeting</li> <li>• 6 PC Consultation Meeting</li> </ul> <p><b>Non – Achievement</b></p> <ul style="list-style-type: none"> <li>• 1x Special LEG Meeting to be held towards the end of November.</li> </ul>
<p>Other Partners and Stakeholders Meeting</p>	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>• 7x Consultative Meetings</li> <li>• 1x Meeting with JICA</li> </ul>
<p>Global Partnership for Education – Boosting Education Standards Together [BESTPNG] Projects</p>	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>• Component 4 Variable Part 4.1.1: Training of Principals of High/Secondary Schools on improving quotas on transitioning from Gr8 to Gr9 based on SCI No.14 of 2022 and Every Girl to High School Module             <ul style="list-style-type: none"> <li>- Training of 543 Principals with the target if 500 conducted successfully.</li> <li>- 22 province covered</li> </ul> </li> <li>• Component 4 Variable Part 4.1.2: Reporting an increase in Transition rate based on School Census data             <ul style="list-style-type: none"> <li>- Target 63% , TBC 966% for 20210</li> <li>- 22 provinces covered</li> </ul> </li> <li>• Component 4 Variable Part 4.2.1: Policy/SCI on enrolment and attendance and Joint Circular Instruction on Absenteeism to survival rates             <ul style="list-style-type: none"> <li>- 2x Secretary Circular Instruction [SCI] endorsed (Joint TSC and NDoE SCI No.9 of 2023 Joint TSC and NDoE SCI 1 of 2023)</li> <li>- Both SCI’s disseminated to LEG Meetings and Members</li> </ul> </li> <li>• Component 4 Variable Part 4.2.2: Trailing a retention Program and conducting the Students Attendance Lab (SAIL)awareness workshops             <ul style="list-style-type: none"> <li>- Target 200, trained 252 schools (target exceeded)</li> <li>- 4x provinces covered</li> </ul> </li> <li>• Component 4 Variable Part 4.3.1: Conducting and publishing a 2021 Pacific Islands Literacy &amp; Numeracy Assessment (PILNA)             <ul style="list-style-type: none"> <li>- PILNA Report Endorsed</li> <li>- On DoE Website and circulated to partners /LEG Members</li> </ul> </li> <li>• Component 4 Variable Part 4.3.2: Training of Teachers in Literacy to improve learning outcomes at grade 5             <ul style="list-style-type: none"> <li>- Target 1000, trained 1143 teachers plus 89 National Trainer of Trainer (NToT), including Inspectors total 1232 officers</li> <li>[target exceeded]</li> <li>- 14x provinces covered.</li> </ul> </li> </ul> <p><b>Non – Achievement</b></p> <ul style="list-style-type: none"> <li>• Non participation [withdrawal] of nominated province (Gulf and Milne Bay in the training programs</li> </ul>

<b>EDUCATION PROJECTS</b>	
Project Monitoring	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>● 30 x monitoring trip for 7 officers to various projects outside NCD and Central provinces.</li> <li>● Regular monitoring conducted for NCD Projects</li> </ul> <p><b>Non-Achievement</b></p> <ul style="list-style-type: none"> <li>● 2x Project Monitoring trips were not taken due to poor planning/disruption of monitoring schedules (Tari Sec/Hela, Tagop Primary/ Siassi Is)</li> </ul>
Science Infrastructure Projects	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>● 2x Phase 4 projects completed</li> <li>● 1x Phase 2 projects completed</li> </ul> <p><b>Non-Achievement</b></p> <ul style="list-style-type: none"> <li>● 2x Phase 4 projects near completion stages – 80-98%+ completion</li> <li>● 1x Phase 4 projects near completion stages - 98%+ completion</li> </ul>
2022-23 Education Infrastructure Projects	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>● Funded 15 x projects for Primary, High and Secondary Schools.</li> <li>● 8x science laboratories completed</li> <li>● 5x low set double classroom completed</li> </ul> <p><b>Non-Achievement</b></p> <ul style="list-style-type: none"> <li>● 2x projects between 60-80% completion</li> </ul>
2022-23 NCD Schools Projects	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>● 3x 3 Bedroom houses completed</li> <li>● 1x HSD Classroom completed</li> </ul> <p><b>Non-Achievement</b></p> <ul style="list-style-type: none"> <li>● 1x 3-bedroom house, 80% completion</li> <li>● 1x science laboratory, 80% completion</li> <li>● 1x high set double classroom, 75 - 80% completion</li> <li>● 1x low set double classroom, yet to be commence</li> <li>● 1x low set double classroom, cancelled</li> </ul>
Maintenance of Institutional Houses and Offices	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>● 6x institutional houses were approved for maintenance.</li> <li>● 3x institutional houses refurbished</li> <li>● 4x CDD Block approved for maintenance</li> <li>● 1x CDD Block refurbished</li> <li>● 1x Minister’s office refurbished</li> <li>● 5x Levels, Vulupindi House approved for maintenance</li> <li>● 1x Levels, Vulupindi House refurbished</li> <li>● Minor maintenance works carried out on various buildings.</li> </ul> <p><b>Non-Achievement</b></p> <ul style="list-style-type: none"> <li>● 4x Levels, Vulupindi House yet to be partitioned</li> <li>● 3x CDD Block yet to be refurbished</li> <li>● 1x Gen-set for CDD to be replaced</li> </ul>



## Commentary and way forward

### Challenges

#### Aid Coordination

- Increase staffing to cover areas not covered by existing staff
  1. Senior Aid Coordination Officer
  2. Monitoring, Evaluation, Assessment & Learning (MEAL) Officer x2
  3. Account Requisition Officer (ARO)
  4. Logistic Officer
- Maintain an up to date data base of all programs/projects NDoE.
- Maintain an up to date database of programs/projects implemented by development partners.
- Monitor and report on the Performance of Partners and Donors (LEG Members Country Program)
- Coordinating of Strategic and Consultative Meeting with Partners and Donors.
- Provide regular updates to SSM/TMT on donor and development partners support, challenges, etc.
- Timely Coordination of Project Management Divisional Meetings.

#### Education Projects

- Contractors are faced with the challenge to pay the Suppliers of Prefabricated buildings the full amount before they can produce and supply the building materials.
- Schools are always trying to change the Scope of Works.
- Lack of funding is a major constraint to conduct site inspections.
- PMD needs a Project Vehicle for project site inspections and other admin duties
- PMD to complete the Education Infrastructure Policy to provide guidance in the standard building designs for various school categories.
- PMD to change the way of implementing and monitoring projects so as to get quality results.
- PMD to fill up in the future all the vacant positions

#### Intuition Houses

- Contractors under the MSME Category sometimes don't have funds to work with but wait for the Government funding before work is carried out.
- Cost of materials have increased thus some scope of works are not completed.
- Contractors get paid and do not complete the scope of works.
- Tenants expect more to be done and give additional works to the contractors thus increase the variation costs.
- Houses are being maintained every year because tenants have so many people living with them causing general deterioration thus putting pressure on sewerage and plumbing.

# RESEARCH, EVALUATION AND STATISTICS

## FUNCTIONAL STATEMENTS BY ACTIVITIES AND SUB-ACTIVITIES

- Identify, design, plan and carry out research studies on educational policy issues affecting the development of education in the country. The information it provides supports the department make inform policy strategic decisions.
- Identify, plan and carry out monitoring and evaluation studies and measure performances of policies, plans, programs and projects against the educational goals and objectives. It provides policy, plan and program performance reports on its efficiency, effectiveness, impact and sustainability on the Department's major policies, plans and programs performance against the anticipated education outcomes.
- Design and develop appropriate Department's statistical and education management information systems. It provides technical and performance advice on the Department's key performance areas. Assist and liaise with provinces on their provincial statistical and M&E needs for planning and policy development.
- Facilitate and coordinate the Departments Research and Evaluation Steering Committee meetings that provides the overall guidance and direction on the Department's research, evaluation, monitoring, statistics and EMIS agendas.
- Manage the overall coordination and management of the day to day operations of the Division in terms of finance and budget, manpower establishment, and resource allocations in order to achieve its objectives.

Budget activity	Coordination of Research and Analysis		11794 (235-2101-1116)
	Revised appropriation (K'000s)	Warrant authorized (K'000s)	Expenditure (K'000s)
Staffing costs	900.2	843.9	736.5
Total costs (including staffing)	1,653	1,597.2	1,333
Targets	Achievements and non-achievements		
Research			
Implementation of the Unit Cost Study	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>• All documentation completed and the study is contracted to a consultancy company. Work is still in progress. Will complete the activity in march, 2024</li> </ul> <p><b>Non-Achievement</b></p> <ul style="list-style-type: none"> <li>• Activity was delayed by NRI claiming to pay more than the contracted amount</li> </ul>		
Implementation of School Feeding roll out to NCD and Central Schools	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>• Success delivered, a full report is in progress for the next coming SSM for further recommendations</li> </ul> <p><b>Non-Achievement</b></p> <ul style="list-style-type: none"> <li>• Training of teachers was not completed due to funding issues</li> </ul>		
GTFS Cost Benefit Analysis	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>• Completed and presented to NEB.</li> </ul>		
DoE seminar series.	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>• Only presented the policy paper. Recommended by SSM to schedule out SSM members to present in 2024. Work is in progress</li> </ul> <p><b>Non-Achievement</b></p> <ul style="list-style-type: none"> <li>• seminar not conducted 2023</li> </ul>		
Monitoring and Evaluation			
Implementation of the NEP 2020-2029 M7E Framework	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>• M&amp;E Framework for ESDP</li> </ul> <p><b>Non-Achievement</b></p> <ul style="list-style-type: none"> <li>• Limited resources and capacity to carry out progressive monitoring of NEP indicators</li> </ul>		

## FUNCTIONAL STATEMENTS BY ACTIVITIES AND SUB-ACTIVITIES

Budget activity	Coordination of Research and Analysis		11794 (235-2101-1116)
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Implementation of School Feeding roll out to NCD and Central Schools	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>Success delivered, a full report is in progress for the next coming SSM for further recommendations</li> </ul> <p><b>Non-Achievement</b></p> <ul style="list-style-type: none"> <li>Training of teachers was not completed due to funding issues</li> </ul>		
NEP M&E Framework	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>Complete and integrated into the NEP 2020 – 2029</li> </ul> <p><b>Non-Achievement</b></p> <ul style="list-style-type: none"> <li>Lack of funding to carry out progressive monitoring of all NEP Indicators.</li> <li>Limited resources and capacity to fully implement the task.</li> </ul>		
Statistics			
2021 Statistical Bulletin / PNG at a Glance	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>2021 Bulletin / PNG at a Glance completed.</li> </ul> <p><b>Non - Achievement</b></p> <ul style="list-style-type: none"> <li>Pending SSM approval</li> </ul>		
Conduct National School Census /MyPNG School Application	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>63% (8,934) of the school census information for 2022 process.</li> <li>1.8 million Students captured in the EMIS for resources distribution.</li> </ul> <p><b>Non-achievements</b></p> <ul style="list-style-type: none"> <li>4 x provinces outstanding to complete these tasks.</li> <li>No funding to monitor and retrieved school census forms to process from non -compliance province.</li> <li>Technical and administrative issues hindered the continuation of MyPNG School application</li> </ul>		
Staff capacity building 2023	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>All RED staff were sent to PILAG to complete leadership and management studies. Successfully completed and certified.</li> </ul>		
Commentary and way forward			
<p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>Lack of funding is a major constraint that impedes most of our statistics activities.</li> <li>Timeliness of Data collection/submission from provinces has impacted the turnaround time of</li> </ul>			

## FUNCTIONAL STATEMENTS BY ACTIVITIES AND SUB-ACTIVITIES

Budget activity	Coordination of Research and Analysis		11794 (235-2101-1116)
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Implementation of School Feeding roll out to NCD and Central Schools	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>Success delivered, a full report is in progress for the next coming SSM for further recommendations</li> </ul> <p><b>Non-Achievement</b></p> <ul style="list-style-type: none"> <li>Training of teachers was not completed due to funding issues</li> </ul>		
<b>Monitoring &amp; Evaluation</b>			
<ul style="list-style-type: none"> <li>Funding is the major setback to most activities.</li> </ul>			
<b>Research</b>			
<ul style="list-style-type: none"> <li>Lack of timely recruitment to fill vacant positions is a major issue.</li> </ul>			
<b>Other comments</b>			
<p>Research, Monitoring &amp; Evaluation and Statistics branches are key management tools that the DoE can use to measure its progress against the set outcomes. The current skills gap in monitoring, evaluation and statistics must be addressed immediately to ensure that performance reports can be done on a timely manner for use in strategic decision-making.</p>			

# INFORMATION AND COMMUNICATION AND TECHNOLOGY

## FUNCTIONAL STATEMENTS

The following are the activities provided by the Division;

### 1. WEB & SYSTEMS BRANCH

- Develop, manage and administer Databases, systems and applications both on premises and web based.
- Automate Ministry of Education processes and Procedures
- Provide Technical Advice and solutions to Database development to MoE/DoE, provinces and schools
- Ensure Education Data is stored, secured and sustained.
- Build, Maintain and publish Ministry of education web site and contents.
- Develop, provide, administer and maintain DoE Website and Portals.
- Build and Maintain website for PDoE, DEO and schools
- Develop, implement, train and support enhancement of teaching and learning through ICT.

### 2. ICT INFRASTRUCTURE BRANCH

- Design and Implement communication infrastructure
- Manage and maintain Local Area Network
- Manage and maintain inter office network (Metro Network)
- Manage and Maintain Network across geographical locations (Wide Area Network)
- Providing solution for Voice and Data
- Work with appropriate stakeholders to provide safe and secure network for the MoE/DoE at national, sub-national and school levels.
- Design and implement server and storage infrastructure
- Administer and manage server and storage services
- Administer server access, security and maintenance.
- Ensure security and sustainability of MoE data.
- Provide Technical Advice on Server services and infrastructure.

### 3. ICT SUPPORT BRANCH

- Design and Implement communication infrastructure
- Manage and maintain Local Area Network
- Manage and maintain inter office network (Metro Network)
- Manage and Maintain Network across geographical locations (Wide Area Network)
- Providing solution for Voice and Data
- Work with appropriate stakeholders to provide safe and secure network for the MoE/DoE at national, sub-national and school levels.
- Design and implement server and storage infrastructure
- Administer and manage server and storage services
- Administer server access, security and maintenance.
- Ensure security and sustainability of MoE data.
- Provide Technical Advice on Server services and infrastructure.

Budget activity			
Information and Communication Technology 11793 (235-2101-1115)			
	Revised appropriation (K'000s)	Warrant authorized (K'000s)	Expenditure (K'000s)
Staffing costs (Item 211)	1,383.2	1,089.0	849.8

## FUNCTIONAL STATEMENTS

Total costs (including staffing)	5,686.1	5,686	4,596.4
<b>Targets</b>	<b>Achievements and non-achievements</b>		
Provide and sustain relevant and cost-effective ICT infrastructure, systems and services to the Department of Education and sub-national levels	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>● 13 of the 23 provincial and 4 regional sites continue to use the education ICT services to serve teachers and schools.</li> <li>● Districts connected this year are; Usino/Bundi in Madang, Sohe in Northern.</li> <li>● There was a migration of DoE network from the old Head office location at Fincorp house along Independence drive up to the Vulupindi building along Waigani Drive in February 2023.</li> <li>● DoE network ran uninterrupted throughout 2023 except during power outages which affected office networks and systems.</li> <li>● New DoE web interface was developed and published later in November 2023.</li> <li>● DoE fast Internet bandwidth of 80Mbps has provided a stable connectivity to support e-mail services (over 900 DoE users including provincial officers), internet and other applications that depend on internet such as the GTFS, EMIS, Mypngschool, NASSA, eNRC, Payroll IFMS</li> <li>● Server, storage and communication support was provided to ensure continuity of ICT services for the MoE. Software developed and enhanced in 2023 included; <ul style="list-style-type: none"> <li>○ e-HRM recruitment applications</li> <li>○ Myleave management,</li> <li>○ Myproject management system</li> <li>○ School Information Management System,</li> <li>○ Teacher query management system</li> </ul> </li> </ul> <p style="margin-left: 40px;">Enhancement of applications was provided to;</p> <ul style="list-style-type: none"> <li>■ Attendance System for public Servants, <ul style="list-style-type: none"> <li>● Contract system,</li> <li>● Budget Application,</li> <li>● Teachers Resumption of Duty application,</li> <li>● Teachers online payslip</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>● Constant support to provinces to ensure there is continuity of services</li> <li>● Supported IFMS and Alesco.</li> <li>● Software licenses are current.</li> <li>● ICT provided support to all divisions when the Ministry was locked out of the office in November 2022 at the Fincorp building up till now.</li> </ul> <p><b>Non-achievements</b></p> <ul style="list-style-type: none"> <li>● To date 7 provinces and 1 Regional office are offline (Western, WNBP, SHP, Madang, NIP, AROB, Enga, NGI Regional office and Gulf). No support from provincial administration to have vital ICT services provided. There are regular power issues</li> </ul>		

	<p>affecting communication gears.</p> <ul style="list-style-type: none"> <li>• Power and Funding support in the district affecting continuity of service</li> <li>• Scoping of 6 x districts (South Bougainville, Saidor, Aitape, Middle Fly, Wosera Gawi, Finchafen) for ICT rollout was done. However actual implementation will be done in 2024.</li> </ul>
<p>Establish and make available integrated and accessible database for DoE and Provincial DoE officers to manage and use all education data for planning and decision-making to improve service delivery</p>	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>• The GTFS system successfully disbursed schools’ subsidies directly to schools bank accounts in 2023 entirely managed by DoE ICT staff locally.</li> <li>• e-NRC this application is being used by Inspections, TVET and TED for teacher’s registration and appraisals.</li> <li>• EMIS enhancements done and working on improving systems interoperability with other systems of the MoE/DoE with world bank help</li> <li>• Curriculum Application developed and a prototype tested. The application will have the capability of tracking books and be able to take stock of books distributed by the Curriculum Division.</li> <li>• DoE Website: A new page has been developed and is launched in late November 2023</li> <li>• A Teachers Enquiry System Application will be developed for payroll to automate and manage teachers or other stakeholders’ queries that come to the Department of Education.</li> <li>• Support was provided for major database systems, including those for EMIS, Grade 11 selections, NCD Grade 9 selection, Teachers Resumption of Duty, TED application and GTFS. Support was also provided to Inspectors applications, Curriculum. (routine)</li> <li>• Teachers leave fare developed and is used at the head office. NCD has used it to process teachers leave fare in 2023.</li> <li>• Document Management System implemented in Payroll, General Education Services and Audit and Accounts including management.</li> <li>• National Teachers Appointment System – The application was developed; provincial appointment officers were trained. The vacancy and the confirmation gazette came out on time for the teachers to apply and are appointed to positions. This report was posted on the DoE website: (<a href="http://education.gov.pg/quicklinks/vacancies.html">http://education.gov.pg/quicklinks/vacancies.html</a>)</li> <li>• School Registration Application developed and used by the General Education Services division.</li> </ul> <p><b>Non-achievements</b></p> <ul style="list-style-type: none"> <li>• School registration yet to be fully rolled out.</li> <li>• EMIS has to be enhanced to capture the 166 structure to assist with the GTFS calculations and to assist with faster data collection.</li> </ul>

<p>Support the Development of ICT Strategic Plan 2023 - 2027 and ICT Policy for Education</p>	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>• The ICT Policy in Education completed. It was presented to Education Secretary Senior Management team</li> <li>• Presented to the National Education Board and got approved and recommended to be presented to the National Executive Council.</li> </ul> <p><b>Non Achievement</b></p> <ul style="list-style-type: none"> <li>• Presentation to NEC has not been done yet during the time of writing. It is hoped it will be done early 2024.</li> <li>• Launching and implementation will be done in 2024.</li> </ul>
<p><b>Commentary and way forward</b></p>	
<p><b>Lessons:</b></p> <p><b>1. Provide and sustain relevant and cost-effective ICT infrastructure, systems and services to the Department of Education and sub-national levels</b></p> <p><b>Challenges</b></p> <p>The demand for Education services has drastically increased due to the population growth as well as the Government agenda to “leave no child behind”. Every child in PNG to attend school and receive a quality education. The Government has continued the support for Education making Education its number one priority again 2023. The Department of Education has started to implement the National Education Plan 2020 – 2025 to capture Government policies to cater for this demand. Planning and implementing these policies through the use of technology and systems is challenged by lack of understanding between policy makers and implementers of these policies and the automation of some of the processes to achieve the implementation and outcomes of these policies.</p> <p>The DoE has invested heavily into ICT with the help of Donors especially the Australian Aid through its DFAT support in the past couple of years. Since 2017 up to 2023, GoPNG has been supporting the sustainability of the ICT infrastructure and services to ensure the Education ICT system continues to run and serve its intended purpose. The GoPNG has also supported the connectivity into the districts to assist our remote schools and teachers through the PIP.</p> <p>Lack of funding and lack of resources are major constraints to sustaining ICT infrastructure and systems at the national and sub-national levels.</p> <p>Skills and knowledge are also lacking in some areas to ensure services are delivered efficiently and sustained. Initiatives by the management and stakeholders are often not supported when the concern or task cuts across other divisions.</p> <p>ICT requires the support of the Top Management to guide the progress of these initiatives such as to have a properly mapped business process to automate service systems to serve our clients smartly. It also requires a centralized database and to have standardized hardware and infrastructure. GoPNG has a government of PNG infrastructure policy driven by the Department of ICT which the Department of Education can tap into to utilize as the Government of PNG</p> <p>Many of the Core functions such as EMIS, GTFS, Payroll and similar activities require data from provinces. Hence working closely and gaining support of the Provincial administration is critical to enhance the capacity of the provincial and district Education officers. Necessary skills are essential to capture and manage data while working closely with the Department is critical. Provincial</p>	



Administration support for Provincial Education Divisions in most provinces is lacking. EHP, Simbu, West Sepik, Hela, Kiunga Lake Murray, Northern, Manus, Morobe, New Ireland, Enga and Milne Bay have been very helpful in supporting their Education sector thus these have seen a lot of teachers and schools in those provinces benefiting from the ICT services.

Lack of technical consultation of hardware and system solution with ICT has affected system sustainability of systems and infrastructure in some Divisions and in the provinces. In most cases these systems and infrastructure lack support and fail seeing huge investment go to waste. Support from Management is required in the selection and procurement of ICT equipment, infrastructure and Systems.

### Way forward

- Each DoE division budget to pay for ICT recurrent costs, such as printing, e-mail, internet and telephony services has to have an increase in future budgets to sustain operations of the ICT infrastructure and services as more and more DoE systems now rely on ICT.
- Provincial Education offices must support and budget both Provincial and District ICT Infrastructure and services for sustainability. Provinces and districts are to provide necessary tools such as the computers, printers and laptops to their officers to use effectively to serve teachers and schools.
- Increase the ICT operational budget, especially for recurrent budget to cater for maintenance and utilities to be able to pay for all necessary services in the first quarter of each year. ICT will need an annual budget of at least K5million to support and sustain DoE ICT infrastructure and systems.
- The full ceiling of ICT positions will be filled to support and sustain the ICT infrastructure and systems for the DoE as well as schools as soon as the 2023 DoE recruitment exercise is completed.

### *2. Establish and make available integrated and accessible database for DoE and PDoE officers to manage and use all education data for planning and decision-making to improve service delivery*

### Challenges

- DoE systems have to be centralized to give users easy access to information and data exchange. Disparities of data between databases in different DoE divisions and branches as well as provinces make it difficult to provide consistent data and reports throughout the Ministry.
- System owners lack the understanding of their own processes and policies thus the lack of policy understanding affects the development and implementation of automated systems or business processes. This setback affects the development, testing and implementation of new applications and systems.
- Lack of budgetary support to maintain and support existing applications such as EMIS, GTFS, TED, School Registration, Resumption of Duty, NASSA, Myleave etc.
- Databases, systems and automation of business processes have to be in line with approved policies procedures of Government and or the Ministry of Education.

### Way forward

- A centralized platform to capture data and maintain information for the Department is critical. Information from schools, teachers and students need to be sync into a secured and centralized database in order to maintain the integrity of the data for the Ministry.
- A proper study of policy guided business process automation is crucial to make service delivery more citizen or client focus and transparent with minimum time of response.
- DoE systems need to be web-based for ease of access by our remote offices in the provinces and districts and by schools.
- To adapt building blocks of government systems to make data share between agencies more accessible with the help of Department of ICT.
- Divisions are to ensure all their systems, policies and procedural processes are documented and understood by individual officers to ensure the public and especially students, teachers and schools

are served efficiently. Sufficient budget must be made available for the development of new applications and databases. The budget will have to support the maintenance and support of the software and its licenses.

### ***3. Support the Development of ICT Strategic Plan 2023 - 2027 and ICT Policy for Education***

#### **Challenges:**

- In the recent years, ICT has become very popular especially the telecommunication industry and the information systems. There is inevitable demand in the use of ICT in schools around PNG. Internet has become very popular in main centers and parts of Papua New Guinea with the implementation of telecommunication infrastructure. This has enabled a lot of interventions to use ICT and the web services in Papua New Guinea to make a convenient business processes to serve citizens.
- Education is one priority area the Government of PNG would like ICT to be fully utilized for teaching and learning. Whilst this is the drive of government for quality education, we are being challenged by mixture of standards in ICT for education as well as adhoc planning for ICT infrastructure in schools and other education settings.
- Teacher training to use ICT in teaching and learning is in-sufficient let alone competency. Generally, teacher training institutions don't train teachers to use ICT for teaching as its curriculum does not capture ICT. Most teachers in schools have no or very little exposure to technology and how technology can be used in classrooms for teaching and learning.
- Use of ICT at the administration level is a challenge. Not all subnational level administration institutions have an established ICT infrastructure or systems to adequately assist schools, teachers or students including stakeholders. The structure at the provincial and district level does not have an ICT person to take care of changes which are being pushed down by Government policies. Budget for ICT is also a challenge as most the budget is put into traditional activities in teaching and learning as well as administration of those activities.

#### **Way Forward:**

- An integrated ICT strategy or policy in Education published and urgent implementation of the policy be done to guide schools and administrative levels at the provinces and districts to assist in teaching and learning and the operations of schools and education administration.
- The policy is to guide and provide strategies for teaching training and support to enable quality learning using technology
- The policy to look at best practices in ICT for Education and to work with partners in the country to implement and fund this policy.

## **FUNCTIONAL STATEMENTS:**

The following are the services provided by the branches of the Division.

### **1. ORGANISATION DEVELOPMENT & TRAINING:**

Facilitate training needs of officers to build work place competencies based on the professional development policy to meet the department's needs for succession planning and implementation of the NEP.

This professional development plan will cover general professional development that is required for all staff in the Department, and also the specialist training that is needed for staff in key positions and technical areas such as quality assurance. Emphasis will be placed on in-country training where possible. Selection for these courses will be the responsibility of the training committee and recommendations for training will come from respective directorates based on divisional needs.

Facilitate organizational design during reviews to align department's goals to decisions made at the national government and management level. Updating and up keeping of Staff Establishment data for all existing positions and appointees on these positions and their professional bio data.

Facilitate and liaise with Payroll division on DoE officers' remunerations, particularly in relation to the Domestic Market Allowance (DMA) and Higher Duty allowances.

- Coordinate and monitor staff movements as a result of workforce planning
- Review the organization's structure
- Monitor and improve the performance and capacity of the department
- Monitor and ensure to do data inputs into bio data application
- Ensure the establishment is updated and maintained accurately.
- Coordinate and monitor internal and external training opportunities for DoE officers to enable the Department to have skilled and competent workforce
- Coordinate EDC, PST & DC meetings
- Coordinate induction program for DoE staff
- Manage Staff Performance Appraisals

### **2. HUMAN RESOURCE ADMINISTRATION**

Coordinate and monitor department's recruitment for DoE Head Office positions and non-citizen teaching positions through appointment processes so best talents perform to achieve the organisation's goals and aspirations. The unit is also responsible for industrial matters related to work, discipline and termination process for officers through the committee. Manage the performance of DoE staff and develop plans and policies to have a skilled and competent workforce to support department's capacity in quality education service delivery.

- Supervise and coordinate internal/ external advertisement.
- Manage and coordinate recruitment & selection activities for the head office and non-citizen positions
- Establish good employment relations between the department and staff.
- Attend to industrial human resource matters of the staff relating to work and advice on human resource business process reengineering.
- Manage DoE Staff Disciplinary matters.
- Responsible for staff personnel remuneration.
- Manage performance, develop career pathway, monitor and manage contemporary organizational behaviour.

### 3. STAFF SUPPORT SERVICES:

Provision of an effective support services to the Department in the areas of;

- Ensure physical work environment does not present risks to the health and well-being of officers. This includes improving security in and around the Vulupindi Haus.
- Provide an advisory service to support staff in grievance resolution.
- Administer and DoE's gender equity program and is responsible for contributing to the conceptualization and design and leading the co-ordination, collaborative management, and monitoring and evaluation of provincial district, school and divisional gender equity initiatives and activities. Manage attendance and punctuality.
- Managing of leave fares for public servants, in the Department and non-citizen contract officers in the Department, High/ Secondary Schools and National Institutions.

### 4. CONTRACT ADMINISTRATION

Manage and coordinate the employment of senior public servants / officers on Contract in the Department and non-citizen officers in the education system institutions on overseas terms and condition. To ensure that officers are paid correctly and in line with the policies and the general orders and set laws governing the employment under the Public Service Employment Act and the Non-Citizens Employment Act.

- Contract Administration for National Senior and Non-Citizen Officers'
- Administer the employment contracts for senior staff of the Department and non-citizen contract officers in schools/institutions.
- Ensure that any drawn contracts are on time and in line with the current General Orders and policies.
- Manage contract matters on My Contract Management System Application.
- Non-Citizen Passport & Visa Administration
- Managing matters relating to visa and passports for non-citizen contracts.

Budget Activity 152	2101-1102 ( IFMS 10401) (HROD)		
	Revised appropriation (K'000s)	Warrants authorized (K'000s)	Expenditure (K'000s)
Staffing costs	K4,900	K4,543	K2,709
<b>Targets</b>	<b>Achievements and non-achievements</b>		
<b>CONTRACT ADMINISTRATION BRANCH</b>			
Divisional & Contract Administration	<b>Senior National Contract Status</b>		
National & Non-Citizen Contract Status	a) <i>Senior Officers (substantive contract drawn)</i>		
<b>Note:</b> With new structure, everyone is made unattached thus appointed as acting appointments. Therefore, the only confirmed contract officer is Secretary.	<b>Areas Specified</b>		<b>Total</b>
	Total number of contract positions		33
	Substantive Holders		1
	Acting Officers		32
	<b>Position Titles, Substantive and Acting Status</b>		
<b>Title</b>	<b>No. of Positions</b>	<b>Substantive</b>	<b>Acting</b>
Secretary	1	1	-
Deputy Secretary	4	0	4
First Assistant Secretary	26	0	26
Assistant Secretary	0	0	0
Executive Director	1	0	1
<b>UNESCO</b>			
Chief Internal Audit	1	0	1
<b>TOTAL</b>	<b>33</b>	<b>1</b>	<b>32</b>
Non-Citizen Contract			

Officers	<b>Non-Citizen Contract Status</b>		
	b) Non-Citizen		
	<b>Divisions</b>	<b>Substantive Total</b>	
	Provinces	26	
	NCDES	19	
	TVET (TSO)	25	
	GES	17	
	Public Service	3	
	<b>TOTAL</b>	<b>90</b>	
	Total number of Non-Citizen officers Terminated - 2 Total number of Non-Citizen officers recruited - 0 No. of officers deceased while waiting repatriation - 0 No. of officers evacuated due to medical grounds - 0		
<b>STAFF SUPPORT SERVICES BRANCH</b>			
Leave Fares and Subsidy Management	<b>1. Public Service Leave Fare Management Data</b>		
	<b>Type of leave</b>	<b>No. of officers</b>	
	Recreation	286	
	Sick	4	
	Compassionate	5	
	Maternity	2	
	Paternity	0	
	Breast Feeding Leave	0	
	Study	21 In country & 5 Overseas	
	Other Leaves	0	
Staff Welfare	<b>2. Public Service Leave Fare Costing</b>		
	<b>Type of leave</b>	<b>No. of officers</b>	
	Recreation	286	<b>Total Fare Issued</b>
			Applied Amount K2,074,062.54
			HRM Approved K1,902,737.36
			Difference K171,325.18
	Some of road/sea fares were not calculated due to the process not being followed. 15 Recreational Leave Fare Applications are currently pending HRM vetting process.		
	<b>3. Number of Leave Fare paid to the non-citizen officers</b>		
	<b>Division</b>	<b>Total</b>	<b>Total Fare</b>
	NCDES	0	0
VET	0	0	
GES	2	K16,332.00	
Public Service	1	K48,500.00	
<b>TOTAL</b>	<b>3</b>	<b>K64,832.20</b>	
<b>4. Staff Welfare Activities</b>			
The Department of Education facilitated compulsory retirement this year (2023) due to officers' aged below 65 or below. However, officers at the age of 60 above were advised to apply for early retirement. HRM division also arranged for information sessions for aging officers by DPM and Nambawan Super Limited.			
<b>5. Exit Movement</b>			
<b>Exit Movement Area</b>	<b>Sub-Total</b>		
Voluntary Retirement	7		
Compulsory Retirement	6		
Resignation	6		
Transferred	7 officers transferred to DHERST		
Deceased	7		

Occupational Health & Safety	Terminated	3 Non-Citizens	
	<b>TOTAL</b>	<b>36</b>	
	<b>6. NDoE Special Events</b>		
	<b>Special Events</b>	<b>No</b>	<b>No. of Officers</b>
	Mother's Day Celebrations	1	All DoE staff
	48 <sup>th</sup> Independence Celebrations	1	All DoE staff
	<b>7. Occupational Health &amp; Safety</b>		
	<b>Health &amp; Safety Areas</b>	<b>Total Events</b>	<b>No. of Officers</b>
	Officers with major illness	2	2
	Officers died of illness	3	3
	Major accidents reported	0	0
	Blood donation	1	23 donated 45 rejected
	Eye check	0	0
	Health check	0	0
	Fire drill	1	1
Sanitation	0	0	
DoE Sports	0	0	
Pick up & Drop off transport	AM & PM	All Staff	
PNG LNG Site Visitation	3	100	
GESI Desk	<b>8. Gender Equity &amp; Social Inclusion</b>		
	<b>Type of Workshops</b>	<b>No. of Workshops</b>	<b>No. of Participants</b>
	Ravalian	6	90
	Tuava	1	15
	Bluff Inn	2	30
	CSE Workshop	2	60
	GESI Policy Consultation		
	Central Province	1	59
	AROB	1	70
	Enga	1	64
	Vanimo	1	50
	<b>TOTAL</b>	<b>15</b>	<b>438</b>
	<b>9. GESI in Schools Policy Approved &amp; Awaiting Implementation Guide &amp; Secretary's Signature.</b>		
	<b>Type of Trainings</b>	<b>No. of Trainings</b>	<b>No. of Participants</b>
	Popondetta	1	60
GESI Sensitization	1	37	
MAN Training	1	18	
NGI	1	47	
CDD (In School CSE)	2	50	
Bishop Conference	1	8	
Ravalian Haus	1	12	
<b>10. My Pay-Slip Registration</b>			
<b>Public Servants</b>	<b>Teachers</b>	<b>Total</b>	
2	0	2	
<b>HUMAN RESOURCE ADMINISTRATION BRANCH</b>			

Recruitment, Selection & Appointments

### 1. Overseas Recruitment (Non-Citizen)

There was no recruitment done for non-citizens this year.

### 2. New Structure Recruitment

#### 2.1 Acting Appointments

- Circular on Attachment was done prior to acting appointments.
- All officers were made unattached before the acting appointments for the new structure.
- There were three (3) Circulars for Acting Appointments done. Appointees have resumed duties on the positions.
- Acting Appointments made on the new structure and officers have resumed duties.
- Offer letters were given to the officers as an official instrument of acting appointment.

#### 2.2 Online Application

Online Application for Recruitment Exercise was developed and established in the system via DoE website. The application is user friendly and all applicants will use Online Application to apply for Jobs starting this year.

#### 2.3 External Advertisement

The External Advertisement is made through DoE website, Media and FaceBook on 30<sup>th</sup> of October 2023 and will close on 17<sup>th</sup> of November 2023.

Total numbers of positions advertised are stated in the table below.

Level	Positions Advertised	Comment
Senior Executive & Middle Management	97	Grades 15 - 19
Lower Grades Positions (Grades 07 -15)	913	
<b>TOTAL</b>	<b>1,010</b>	

The advertisement is published and the applicants have started applying Online. The recruitment exercise will end in December 2023. By January 2024 the appointees will resume duties.

### 2.4 Other Recruitment Activities

The table below shows recruitment activities done in 2023

Recruitment Activity	Total	Comment
New Engagement	0	
Transfer into the Department	0	
Transfer out from the Department	16	7 through NEC Decision 4 facilitated 5 Not facilitated
Short Term Contract Engagement	0	
Existing Short Term Contract officers	25	Contracts all renewed

### 2.5 Part Time Short Term Contracts

Contract Type	Total	Comments
Service Providers assisting in certain activities <ul style="list-style-type: none"> <li>• Scanning -11</li> <li>• Laborers - 9</li> <li>• Skills - 3</li> </ul>	14	
Service Providers assisting in a positional duties	1	(a non-citizen)
Service Providers assisting in Projects and Tasks	1	
<b>TOTAL</b>	<b>16</b>	

Discipline	<b>3. DoE Staff Disciplinary Records</b>		
	<b>Discipline Areas</b>	<b>Total</b>	<b>Comment</b>
	Discipline Meetings held	4	<ul style="list-style-type: none"> <li>• 2 Meetings with PSC</li> <li>• 2 Disciplinary Committee Meetings</li> <li>• Third DC Meeting in process</li> </ul>
	Cases registered	18	<ul style="list-style-type: none"> <li>• 2 PSC Cases</li> <li>• 11 cases in DC Meeting No: 01/2023.</li> <li>• 5 cases in DC Meeting No: 02 (in process).</li> <li>• 2 cases from Meeting No. 01.</li> </ul>
	Cases Deliberated & Decisions made	18	<ul style="list-style-type: none"> <li>• 2 PSC Cases</li> <li>• 11 Cases in Meeting No. 01</li> <li>• 5 Cases in Meeting No. 02 (pending endorsement)</li> </ul>
	Cases Cleared	7	<ul style="list-style-type: none"> <li>• 7 cases in Meeting No. 01 cleared</li> </ul>
	Cases pending	11	<ul style="list-style-type: none"> <li>• 2 PSC cases</li> <li>• 4 Meeting No. 01 Cases</li> <li>• 5 new cases in Meeting No. 02 (yet to endorse)</li> </ul>
	Cases with Police	1	<ul style="list-style-type: none"> <li>• 1 Officer referred to Police for misappropriation</li> </ul>
	Suspension	1	<ul style="list-style-type: none"> <li>• 1 Officer suspended with pay</li> </ul>
	Total Meetings held	4	<ul style="list-style-type: none"> <li>• Disciplinary Committee and PSC Meetings</li> </ul>
TAMS, Attendance & Punctuality	<b>4. TAMS &amp; Attendance, Dressing and Professionalism</b>		
	<b>Areas Specified</b>	<b>Total</b>	<b>Comment</b>
	Lateness (9.30am and onwards)	None	To be confirmed by records
	Early Departures (before 4.06)	None	√
	Absconded from duties /absenteeism often	None	√
Officers reluctant to wear uniforms	Less than 5 officers	Repeatedly do it	
Corporate Uniform	<ul style="list-style-type: none"> <li>• A Circular was done on the above for officers to comply.</li> <li>• The Signs for chewing betel nut, smoking and dressing was done and is in process of printing. The payment is made to the company.</li> <li>• General Attendance, Dressing and Professionalism is good.</li> </ul>		
	<b>5. Corporate and Toana Uniforms</b>		
	<ul style="list-style-type: none"> <li>• The Corporate Uniforms are paid and yet to receive.</li> <li>• The Toana Uniforms were received and given out to the officers.</li> </ul>		
	<b>Type of Uniforms</b>	<b>Total</b>	<b>Comment</b>
	Corporate	765	Most of the uniforms are ready for pick up
Pacific Wear (Toana)	761	Received 632 and sort 129	
i. Total given	466		
ii. Total yet to be given	166		
Performance Management Staff Performance & Appraisal	<b>6. Staff Performance and Appraisals (SPA)</b>		
	<ul style="list-style-type: none"> <li>• First Quarter SPA Reports for 2023 submitted.</li> <li>• First SPA minute done.</li> <li>• Final SPA minute to be done in November.</li> <li>• Final SPAs to be submitted in Division by end of November 2023.</li> </ul>		
	All 2022 SPA's have being attended to. Few officers' pays have to be adjusted. Most officers have reached the top of the salary range.		



<p>NID</p>	<p><b>7. NID Registration</b> The current updated on NID Metrics</p> <table border="1" data-bbox="517 376 1479 748"> <thead> <tr> <th rowspan="2">NID Focus Areas</th> <th colspan="2">Total</th> <th rowspan="2">Remark</th> </tr> <tr> <th>Public Servants</th> <th>Teachers</th> </tr> </thead> <tbody> <tr> <td>Officers Registered</td> <td>626</td> <td>0</td> <td rowspan="7"></td> </tr> <tr> <td>Yet to Register</td> <td>135</td> <td>0</td> </tr> <tr> <td>Received Issuance (both)</td> <td>473</td> <td>0</td> </tr> <tr> <td>Received NID</td> <td>36</td> <td>0</td> </tr> <tr> <td>Received Birth Certificate</td> <td>26</td> <td>0</td> </tr> <tr> <td>Pending Issuance</td> <td>90</td> <td>0</td> </tr> <tr> <td>Missing data – to be re-registered</td> <td>49</td> <td></td> </tr> </tbody> </table> <p><b>8. Review Disciplinary Policy</b> The review of Disciplinary Policy is deferred to next year 2024 due to new structure advertisement, Online application recruitment &amp; selection and appointment activities.</p> <p><b>9. Recruitment &amp; Exit Kit Policy</b> The Development of Recruitment &amp; Exit Policy is deferred to next year 2024 due to new structure advertisement, Online application recruitment &amp; selection and appointment activities.</p>	NID Focus Areas	Total		Remark	Public Servants	Teachers	Officers Registered	626	0		Yet to Register	135	0	Received Issuance (both)	473	0	Received NID	36	0	Received Birth Certificate	26	0	Pending Issuance	90	0	Missing data – to be re-registered	49	
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<p>SR.514 Data</p> <p>Major Restructure</p>	<p><b>1. Staff Establishment Register</b></p> <table border="1" data-bbox="517 1143 1479 1414"> <thead> <tr> <th>Establishment</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Approved Staff Ceiling</td> <td>1,012</td> </tr> <tr> <td>Staff on Strength</td> <td>685</td> </tr> <tr> <td>Substantive Holders</td> <td>1</td> </tr> <tr> <td>Acting Holders</td> <td>684</td> </tr> <tr> <td>Short Term Contracts (STC)</td> <td>24</td> </tr> <tr> <td>Unattached</td> <td>1,011</td> </tr> <tr> <td>Vacancies</td> <td>327</td> </tr> </tbody> </table> <p>Staff on strength varies upon staff entry and exit. The above staff ceiling is according to new DPM approved structure of 2022. All officers were made unattached by Secretary and put on acting appointments while awaiting proper recruitment &amp; selection process.</p> <p><b>2. DoE Major Restructure</b> The major restructure for the department was approved by DPM. The implementation is in progress. 1,011 positions in the new approved structure will be advertised shortly.</p> <p><b>3. Establishment Comparison Table</b> Master ECT was completed during the major review in 2022 and approved by DPM together with the Restructure submission.</p> <p><b>4. Organizational Structures Charts</b> Master Organizational Charts &amp; 24 Divisional Charts were completed and endorsed by Secretary.</p> <p><b>5. Functional Statements</b> Functional Statements for all 4 directorates and 24 divisions and directorates were constructed and approved by Secretary.</p>	Establishment	Total	Approved Staff Ceiling	1,012	Staff on Strength	685	Substantive Holders	1	Acting Holders	684	Short Term Contracts (STC)	24	Unattached	1,011	Vacancies	327												
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Allowances	<p><b>6. Job Description</b> All 1,011 Job Descriptions (JDs) per the new approved NDoE Restructure were reviewed and endorsed by the Secretary.</p> <p><b>7. DMA, SDMA, HDA</b></p> <table border="1"> <thead> <tr> <th>Specific Area</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Approved DMA facilitated</td> <td>1</td> </tr> <tr> <td>Approved SDMA facilitated</td> <td>0</td> </tr> <tr> <td>Approved HDA facilitated</td> <td>1</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Not many officers applied for DMA &amp; HDA this year and this is due to the implementation of new DPM approved Structure.</li> <li>New DMA/SDMA submission was sent to DPM Secretary's office in May and is still pending approval.</li> </ul>	Specific Area	Total	Approved DMA facilitated	1	Approved SDMA facilitated	0	Approved HDA facilitated	1																																																				
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	<p>the screening processes was done by the Human Resource Development Committee last year 2022 and this year 2023.</p> <p><b>12. Summary of the Tuition Fees</b></p> <table border="1"> <thead> <tr> <th>Institution</th> <th>Amount (K)</th> </tr> </thead> <tbody> <tr> <td>Divine Word University</td> <td>K248,500.00</td> </tr> <tr> <td>PILAG</td> <td>K27,904.00</td> </tr> <tr> <td>POM Business College</td> <td>Nil</td> </tr> <tr> <td>UNRE</td> <td>Nil</td> </tr> <tr> <td>UPNG</td> <td>K129,800.00</td> </tr> <tr> <td>PNGEI</td> <td>K11,600.00</td> </tr> <tr> <td>UOG</td> <td>K42,900.00</td> </tr> <tr> <td>POLY TECH - POM</td> <td>Nil</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>K 460,704.00</b></td> </tr> </tbody> </table> <p><b>13. Public Service Induction Training:</b></p> <table border="1"> <thead> <tr> <th>Details</th> <th>Costing</th> <th>Venue</th> <th>Time</th> </tr> </thead> <tbody> <tr> <td>Highland Region PS Induction</td> <td>K245,000.00</td> <td>Mt Hagen</td> <td>March 2024</td> </tr> <tr> <td>SSM TMT PS Induction</td> <td>K37,350.00</td> <td>NCD</td> <td>Pending</td> </tr> </tbody> </table> <p>78 Highlands Region Education field officers will undergo Public Servants Induction Training in March next year 2024. Senior Officer's Public Service Induction Training is still pending to be conducted.</p> <p><b>14. Human Resource Development Training Meetings</b></p> <table border="1"> <thead> <tr> <th rowspan="2">Meeting No.</th> <th colspan="2">No. of Applications</th> </tr> <tr> <th>Public Servants</th> <th>Teachers</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>11</td> <td>4</td> </tr> <tr> <td>2</td> <td>25</td> <td>64</td> </tr> </tbody> </table> <p><b>15. Training Needs Analysis to Review Training Plan</b> Secretary directed HRM Division to start compiling Training Needs and Analysis using the 2022 SPA data and consulting divisions to review the existing Training Plan and come up with a new 3 year Training Plan.</p>	Institution	Amount (K)	Divine Word University	K248,500.00	PILAG	K27,904.00	POM Business College	Nil	UNRE	Nil	UPNG	K129,800.00	PNGEI	K11,600.00	UOG	K42,900.00	POLY TECH - POM	Nil	<b>TOTAL</b>	<b>K 460,704.00</b>	Details	Costing	Venue	Time	Highland Region PS Induction	K245,000.00	Mt Hagen	March 2024	SSM TMT PS Induction	K37,350.00	NCD	Pending	Meeting No.	No. of Applications		Public Servants	Teachers	1	11	4	2	25	64
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<p><b>Other Comments:</b></p> <ul style="list-style-type: none"> <li>• Most of the division's Key Result Areas for this year 2023 like those mentioned above were fully implemented and achieved throughout the year.</li> <li>• This year Department of Education Headquarter was relocated from Fincorp building to Vulupindi Haus to effect the government's decision on office allocation. This was to avoid landlords from locking out government departments for non-payment of rentals.</li> <li>• All reviewed files were completed in the beginning and the new approved structure was fully implemented this year.</li> <li>• HRM Division is currently coordinating Online Recruitment, Selection and Appointment of all the 1,011 reviewed positions. All applicants are informed to apply online using a link on the Department's website that was published in National Newspaper on Monday 30<sup>th</sup> October 2023.</li> <li>• DoE officers are applying for their Recreational Leave online and this is more convenient than applying manually which was the practice in the past.</li> </ul>																																												

# PAYROLL

## FUNCTIONAL STATEMENTS BY ACTIVITIES

### **FUNCTIONAL STATEMENTS BY ACTIVITIES:**

The following are the activities provided by the Division;

#### **1. QUALITY ASSURANCE & PAYROLL SUPPORT**

- Ensure accurate input of HR and payroll information into Alesco System is audited before fortnightly payroll is released.
- Administer and correct input errors in the Alesco HRM system through payroll audit and quality assurance process.
- Conduct quality assurance checks to ensure accurate calculations of termination payments is done correctly and accurately.
- Liaise with commercial banks to ensure pays are disbursed timely
- Provide an efficient filing system
- Liaise with provinces to ensure correct payroll is processed
- Provide a reconcile payroll monthly
- Maintain an updated school master position register
- Maintain departmental organization structure
- Ensure the development strategies on effective payroll management of teachers and public servants are executed.
- Provide efficient payroll services to provinces to ensure data is correctly entered.
- Develop initiatives and provide capacity building to improve payroll service delivery to provinces.

#### **2. EMPLOYEE SERVICES**

- Develop work plan and provide minimal supervision for the implementation of the plan.
- Resolve industrial issues with Ombudsman Commission, PNGTA, TSC, PEA, and other unions.
- Provide relevant HR reports to assist the PDoEs, TSC in the appointment process by ensuring that all establishment activities are completed on time.
- Assist the Supervisor to inform teachers and administrative staff in the provinces on matters relating to employee and payroll function of changes in legislation, policies, rules and regulations covering employee and payroll related services function.
- Achieve and exceed client satisfaction by ensuring the branch provides consistent and efficient client service.
- Maintain continuous consistent standard of service delivery within the section.
- Ensure all information on the allowances is corrected an accurate before the fortnightly payroll is released. This includes checking information on new employees and positions created.
- Administer and do correction in the Alesco HRM system through payroll audit and quality assurance process.
- Conduct quality assurance checks to ensure accurate calculations of termination payments to employees is done correctly and accurately.
- Provide accurate information on the employees' entitlements when required.
- Checking information on new employees created.
- Register and update records of new employees.
- Ensure all salary-related input forms and HR information for salary and allowance variations, leave variations, deductions, resumption leave reversals, allocation of occupants to positions for both Contract Officers and Public Servants are completed correctly and accurately.
- Ensure that the input of PPSS for Public Servants is completed and entered into Alesco HRM system and payment is done.

#### **3. OPERATIONS**

- Provide technical support to provincial payroll officers in terms of payroll management

# PAYROLL

## FUNCTIONAL STATEMENTS BY ACTIVITIES

- Train and equip new officers on salary management

Budget Activity <b>Payroll 2101-10756</b>															
	<b>Revised appropriation</b> (K'000s)	<b>Warrants authorized</b> (K'000s)	<b>Expenditure</b> (K'000s)												
Staffing costs															
<b>Total costs</b> (including staffing)	2,822	2,745	2,855												
<b>Targets</b>	<b>Achievements and non-achievements</b>														
<b>Payroll Support</b>															
<b>1. Payroll Summaries</b>		As at pay 24													
1.1. Total Teachers on Payroll & Total Salary Bill	<table border="1"> <thead> <tr> <th>Items &amp; Description</th> <th>Teachers</th> <th>Public Servants</th> <th>Grand Total</th> </tr> </thead> <tbody> <tr> <td>Total Personnel On Payroll</td> <td>65,783</td> <td>954</td> <td>66,737</td> </tr> <tr> <td>Salary Bill</td> <td>90,756,771.52</td> <td>1,971,777.45</td> <td>92,728,548.97</td> </tr> </tbody> </table>			Items & Description	Teachers	Public Servants	Grand Total	Total Personnel On Payroll	65,783	954	66,737	Salary Bill	90,756,771.52	1,971,777.45	92,728,548.97
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<b>2. File Management</b>		1,463 new graduate files created and scanned													
2.1. Creation of salary files for New Graduates	<ul style="list-style-type: none"> <li>• 2,187 teachers files scanned</li> </ul>														
2.2. Scanned Teachers files - Milne Bay	<ul style="list-style-type: none"> <li>• 708 teachers files scanned</li> </ul>														
2.3. Scanned Teachers files - Western	<ul style="list-style-type: none"> <li>• 515 teachers files scanned</li> </ul>														
2.4. Scanned Teachers files - KLM															
<b>Employee Services</b>															
1. Teacher Resumption Exercise	<ul style="list-style-type: none"> <li>• Eighteen [18] provinces managed their own resumption – [RoDSS] while payroll was responsible for the processing of four [4] provinces RoDSS.</li> <li>• Registered a total of 65,065 teachers as of pay 8 of 2023.</li> <li>• 9,204 teachers put off payroll for failure to submit RoDSS.</li> <li>• 57,180 total number of teachers retained on payroll</li> </ul>														
2. Elevation of teachers on base salary	Completed 18 provinces														
3. New Graduates Processing	1,463 placed on payroll														

# PAYROLL

## FUNCTIONAL STATEMENTS BY ACTIVITIES

4. Base level Teaching Position reclassification	22 provinces school restructure completed
5. Capture of DoE Restructure on Alesco	DoE restructure configured on Alesco
6. DoE Restructure Acting Appointments	Public Servants made unattached and placed on acting appointments.
<b>Administration</b>	
1. 2024 Printing and distribution of teachers' resumption forms.	Organized printing of teacher resumption forms: <ul style="list-style-type: none"> <li>Teacher Record of Appointment [TRoA]. 5,300 pads</li> <li>Resumption of Duty Summary Sheets [RoDSS]. 1,200 pads</li> <li>Application for Teacher Registration...[EDB020]. 300 pads</li> <li>Resumption Circular drafted.</li> </ul>
2. Purchase of Office Equipment	<ul style="list-style-type: none"> <li>4 shelves</li> <li>35 drawers</li> <li>3 piece sofa for FAS' office</li> <li>2 scanners</li> </ul>
3. Issuing of NDoE official uniforms.	<ul style="list-style-type: none"> <li>36 pairs of uniform set issued to 36 officers.</li> </ul>
4. Staff Leave Fares Issued	<ul style="list-style-type: none"> <li>16 staffs issued leave fares</li> </ul>
5. Organized Provincial Visits	<ul style="list-style-type: none"> <li>Officers travelled to Milne Bay, KLM, Western, EHP, Simbu, Jiwaka and WHP</li> </ul>
6. Staff attend short course Training	<ul style="list-style-type: none"> <li>Three officers attend Basic Alesco training</li> <li>Two officers attend Discoverer training</li> </ul>
<b>Quality Assurance</b>	
1. Coordinate 26 payrolls	<ul style="list-style-type: none"> <li>24 payrolls delivered</li> </ul>
2. Apply quality checks on 26 fortnightly payroll	<ul style="list-style-type: none"> <li>24 payroll checked</li> </ul>
3. Distribute Financial Budget and Payroll reports to provinces	<ul style="list-style-type: none"> <li>24 fortnight's payroll disbursements reports distributed to provinces.</li> </ul>
4. Development of Teacher Query System	Engagement of Consultant to develop the system
<b>Commentary and way forward</b>	
<ul style="list-style-type: none"> <li>Decentralization of Alesco to three remaining provinces – Gulf, SHP and Hela to be done in 2024.</li> <li>Purchase and distribution of twenty three computers to provincial salary office to improve salary processing for teachers in 2024.</li> <li>Development of Teacher Query system.</li> </ul>	

# FINANCE DIVISION

## FUNCTIONAL STATEMENTS

The following are the activities provided by the Division;

### **4. BUDGETS:**

To provide an effective integrated budget and planning system at all levels of education to ensure consistency with the national objectives.

To facilitate and coordinate budget inputs from program activities and projects and ensure the formation of the National Department of Education, budget appropriation Division: 235 – Budget is finalized and made available for administration.

- Monitor and control of Revenue and Expenditure.
- Oversee the whole Budget processes to ensure department is well resourced to implement its policies and plans.
- Ensure to direct and provide strategic level of performance to meet set targets.
- Ensure cash is made available in line with planned program or schedules and administer restraint resources according to executive directives and the corporate priorities.
- Provide financial advice to all levels of management.
- Responsible to consolidate the departments budgets reports by programs for both internal and external users/clients.
- Coordinate and consolidate agency budget projections for the following year.
- Conduct four quarterly budget review meetings internally and one bi-annual review meeting with the central agencies.
- Conduct quarterly Internal Expenditure control committee meetings (IECC).
- Coordinate and consolidate agency annual management plan and cash flow by framing the annual operational and financial plan (AOFP).
- Coordinate the formulation of the department's Project Identification Documents and Project formulation Documents for the Development Budget.

### **5. ACCOUNTS:**

To provide an efficient financial management system using the current government processes and for monitoring and reporting of disbursements and receipts of funds as stipulated in the Public Finance Management Act for goods and services.

Direct and control NDoE Accounts activities and responsible for the processing of payments for goods and services as well as ensure effective supervision of all prescribed timetables and procedures.

- Responsible for counter advance of K20, 000.00.
- Administer and coordinate the *Main* and *Trust* Drawing Accounts.
- Responsible and signatory to seven (7) Accounts.
- Authorize accounts for payments in accordance with appropriate sections of the Public Finance (Control and Audit) Act and related regulations and instructions.
- Liaise with the operating Divisions to monitor the accuracy of historical accounting records, and undertake cost analysis and investigations where necessary.
- Provide advice on financial matters to Department staff and assist in interpretation of relevant Acts, Regulations, Instructions and Circulars.
- Advice Executive Director – Finance & Corporate Service on all financial and accounting matters.
- Assist in reviewing Departmental and Financial procedures or operations particularly those highlighted as problem areas by Audit Inspections and liaise closely with OD&T Division of HRM Wing to prepare submissions recommending appropriate changes in procedures.
- Monitor and keep records of inventories on an asset Register and that Security of all inventories are properly maintained. (This is now with for Admin Division now within Procurement Wing)
- Ensure that all accounting documents and historical records of the Account payments are properly kept during the required regulatory period until they are destroyed.

# FINANCE DIVISION

- Assess and evaluate staff performance in the Accounts Division

## 6. TRUST ACCOUNTS:

Administer and coordinate all Trust Accounts transactions for the department and ensure compliance of Trust Deeds and Public Finance Management Act. To manage the National Department's Trust and Project Accounts.

Effective Monitoring and Control of Revenue and Expenditure and recommend strategic directions to ensure the level of performances are on target and administration is effective, efficient and transparent.

2. Ensure cash is made available according to the planned program/ schedules and where there are resource restraints administer according to executive directions and the corporate priorities.
3. Provide financial advice to all levels of management.
4. Consolidation of the department's budgets reports by programs for both internal and external presentations, 12 x Central Agency Coordinating Committee (CACC) Monthly Management Reports, 4 x Quarterly Budget Review reports annually, 12 x Internal Expenditure Control Reports for the Internal Expenditure Control Committee (IECC)).
5. Ensure proper database of commitment and expenditures are kept.
6. Effective supervision of subordinate staff.

Budget activity	Finance and Administration 10405 (235-2101-1106)		
	Revised appropriation (K'000s)	Warrants authorized (K'000s)	Expenditure (K'000s)
Staffing costs			
Total costs (including staffing)	4,994 591.0	4,918,952.0	4,918,952.0
Targets	Achievements and non-achievements		
Prioritize and increase efficiency in maximizing resources to strengthen the use and operation of the new Government Accounting system (IFMS)	<b>Achievements:</b> <ul style="list-style-type: none"> <li>▪ Full implementation and use of IFMS system with its integrated tools and processes to process payments and receipting achieved.</li> </ul>		
Guided the Ministry through the 2023 Budget Planning Cycle including preparation of four QBR Reports, preparation of 2024 Budget Estimates, implementation 2023 Annual Operational Financial Plan, management of DoE Trust Accounts, National Education Trust Accounts Reports and implementation of Internal Expenditure Control Committee meetings and decisions.	<b>Achievements:</b> <ul style="list-style-type: none"> <li>▪ Implementation of the first stage budget for NDoE</li> <li>▪ Formulation and consolidation of 2024 NDoE Annual Operational Financial Plan (AOFPP)</li> <li>▪ Conducted Budget Estimate Information Session for AROs and Budget Activity Managers.</li> <li>▪ Conducted Project Identification Training Session (PID) for Programs Officers and Budget Activity managers.</li> <li>▪ Conducted training for AROs &amp; Activity Budget Officers on Accounts compliance checklist &amp; requirements</li> <li>▪ Conducted Quarterly Budget Reviews, reports completed and submitted to Department(s) of Treasury, National Planning &amp; Monitoring &amp; Finance.</li> <li>▪ Prepared and presented key programs/activities during Mid-Year Budget review with Central Agencies.</li> <li>▪ Completed 2024 budget estimates and submitted.</li> <li>▪ Conducted 4 x quarter NETA meetings implemented</li> <li>▪ Conducted 3 x Internal Expenditure Control Committee Meetings.</li> </ul>		



# FINANCE DIVISION

	<ul style="list-style-type: none"> <li>▪ Conducted Financial Management Training for National Schools of Excellence (NSoE) &amp; FODE Principals and Bursars.</li> <li>▪ Implementation of the Finance Division structure and Staff appointed on acting capacity.</li> </ul>
2023 Close of Accounts Exercise	<p>Achievements:</p> <ul style="list-style-type: none"> <li>▪ Finance Division is working with Divisions to implement and finalize the 2023 close of accounts by 31<sup>st</sup> December, 2023.</li> </ul>
<b>Commentary and way forward</b>	
<ul style="list-style-type: none"> <li>• One of the biggest challenges we have faced in the Finance Division is Contract teachers' outstanding rental payments which are underfunded. Contract officers that teach in various Secondary and Vocational schools have always been severely affected. These are obviously government's contractual obligations and therefore must be sanctioned. These issues requires immediate attention by Departments of Treasury and Finance as to how the budget can be managed and finding ways to increase funding in 2024 supplementary budget item 232 to offset the arrears liabilities including the current rental bills.</li> <li>• Critical core activities of the department were not implemented due to funds appropriated were under warranted. Warrants to be front-loaded especially for critical activities such as GTFS, Inspections, Curriculum and Examinations including the teaching divisions (VET, Teacher Education and General Education) during first and second quarter/ of 2023. NDoE's important activities for the sector are implemented according to the Education Calendar.</li> <li>• The Department has a number of consultancy agreements however funding has been the issue hence budget support is needed to implement the activities in the long term.</li> <li>• The Department has a Zero acquittal policy and is working with advance holders to make them accountable to acquit the funds given to them official duty travels. All Finance staff must undertake Public Finance Management courses and in-house trainings to upgrade their current skills and practices in order to perform their duties and responsibilities efficiently and effectively.</li> </ul>	

## QUALITY ASSURANCE

### FUNCTIONAL STATEMENT

The unit will contribute to the quality of management by the provision of an independent, objective and ongoing monitoring of the management procedures through the following sub-activities:

- Advise Secretary on all quality assurance issues within the organisation
- Carry out quality assurance checks on main functions of the department to ensure policies are complied with during the implementation process
- To ensure that usage of public funds within the department are committed according to Finance Management Act.
- Check the quality of the implementation process of the key department policies and report on the outcomes and achievements
- Achieve or exceed client satisfaction by providing courteous and client focused service through performing of various processes and transactions
- Contribute to maintain performance by ensuring to provide cover and relief assistance to work area when required on own initiative
- Provide overall supervision and guidance for the divisions to ensure quality and compliance is maintained through the implementation of duties, tasks and responsibilities.
- Ensure all departments information and data inputs are correct by conducting quality assurance and audit checks. This includes such actions as checking data on current employee, personnel emoluments, recurrent budgets, financial transactions and other checks as determined directed.
- Ensure accurate input of Human Resource and payroll information by monitoring the accuracy rates of employee services, clerks/officers.
- Investigation and correct input errors detected in ALESCO HRM system through payroll audit and quality assurance process. Conduct quality assurance checks to ensure accurate calculations of

# FINANCE DIVISION

termination payments to employees separating from the department and that agreed procedures have been complied with

- Monitoring internal and external student assessments and participate in the moderation of final results for quality purposes
- Performing administrative activities associated with validation and effective management of compiling, storing, retrieving data
- Provide Secretariat functions to support Top Management Team meetings.

Budget activity	QA Audits, Briefs, Reports, Correspondences for Secretary and Minister		
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs	-	-	-
Total costs ( <i>including staffing</i> )	-	-	-
Targets	Achievements and non-achievements		
Number of QA checks on selected PDoEs	<p><b>Achievements</b> 1 province visited at the direction of the department head. An audit report was compiled for the Secretary.</p> <p><b>Non- Achievements</b> 21 other PDoEs yet to be visited</p>		
Number of Secretary's Brief and Reports Correspondences written	<p><b>Achievements</b> Collectively, drafted more than fifty (50) briefs, reports and correspondences for the Secretary and Minister. This was circulated internally within department and externally to GoPNG Agencies, international partners and other stakeholders.</p>		
QA assessment on policy implementation	<p><b>Achievements</b> Assessment of more than twenty (20) reports, policy documents with advice/recommendations to the Secretary.</p>		
Secretariat for TMT	<p><b>Achievements</b> Provided secretariat support to ten (10) TMT meetings, with three (3) special meetings for NEB purposes, and compiled meeting minutes for members' deliberation.</p>		
Commentary and way forward			
<ul style="list-style-type: none"> <li>• The number of quality assurance audits of PDoEs / provinces depends very much on the call from the department head. However, the Unit anticipates carrying out a minimum of two (2) provincial (system) audits in the coming year, after manpower of the Unit is strengthened.</li> <li>• The delays in turnaround time for some priority tasks/activities was mainly due to manpower issues, as staff on strength this are only two(2) for this year. This issue will be rectified after the recruitment process.</li> <li>• The QA Unit is newly established under the current organizational structure, and therefore the Unit does not have a budget line to cost the activities against. Most tasks implemented this year did not require funding, except for few, which were funded through the Office of the Secretary.</li> <li>• The Unit lacks its own assets/equipment, such as computers/laptops and furniture to enhance its productivity. At current, computers used by the officers are borrowed from another division and privately-owned. Apparently, the Unit must be well-equipped with the above items before additional</li> </ul>			

(new) staff is recruited.

- **Lessons:**

- For the Unit to fully function and implement its core business, all vacant positions must be filled in 2024.
- More focus/emphasis should be given to QA Framework to capture system's processes and procedures, with development of relevant data collection tools.

## PROCUREMENT AND LOGISTICS DIVISION

### FUNCTIONAL STATEMENTS BY ACTIVITIES

The following are the services provided by the Division.

#### 1. PROCUREMENT – GOODS & SERVICES

- Develop DoE Consolidated Procurement Plan - Goods and Services by conducting consultations with DoE Divisions and Procurement & Logistics Assistant Secretaries.
- Transparent, efficient and Value for Money procurement of goods and Services for DoE by handling major procurements of goods and Services valued above K300, 000.00 and supervising minor procurements of goods and Services below K300, 000.00 as defined in the budget line items 123, 124, 125, 221 and 222.
- Ensure adequate record keepings and archiving of procurement of goods and Services are in accordance with established procedures.
- Actively promote the procurement function within the DoE, by raising awareness among DoE divisions.
- Development of professional specialization in procurement of goods and Services by mentoring and coaching of Branch staff.
- Promote good procurement practice with due regard to sustainability, ethical purchasing standards and whole life cost.
- Provide leadership by conducting team building activities and motivating staff.
- Maintain continuous and consistent standard of the Branch service delivery and ensure continuous service improvement through analysis of current procurement activities as well as liaison with other branches and external bodies to research best practice and innovative solutions in procurement.

#### 2. WORKS & SPECIAL PROJECTS

- Develop DoE Consolidated Procurement Plan – Works and Special Projects by conducting consultations with DoE Divisions and Procurement & Logistics Assistant Secretaries.
- Transparent, efficient and Value for Money procurement of works for DoE by handling major procurements of works valued above K300, 000.00 and supervising minor procurements of Works below K300, 000.00 as defined in the budget line items 128, 211, 225 and 226.
- Ensure adequate records keeping and archiving for procurement of Works in accordance with established procedures.
- Actively promote the procurement function within the DoE, by raising awareness among DoE divisions.
- Development of professional specialization in procurement of goods by mentoring and coaching of Branch staff.
- Promote good procurement practice with due regard to sustainability, ethical purchasing standards and whole life cost.
- Provide leadership by conducting team building activities and motivating staff.
- Maintain continuous consistent standard of the Branch service delivery and ensure continuous service improvement through analysis of current procurement activities as well as liaison with other branches and external bodies to research best practice and innovative solutions in procurement.

#### 3. ASSETS MANAGEMENT

##### 3.1 Strategies/Plans/Policies

- Maintain up to date and continuous standard of Asset Maintenance and Register for the Department and National Institutions.
- Improve Asset Management practices and accuracy in the department and National Institutions by developing new methods of assets management practices.
- Provide data and statistics with financial reports for management to assist in budgetary and procurement planning process.
- Facilitate training for subordinates in using IFMS Asset Register module
- Schedule, organize and manage annual physical Stock Take counts in the Department and National Institutions; investigate and report any discrepancies to Divisional Administration and/or Chief Internal Auditor.
- Compile Financial reports (Report 8202) from IFMS for Audit Committee reports.
- Recording and importing new asset purchases into the IFMS Asset Register with recording asset details on asset template and by importing the details imports, amount details and commissioning details. Recording and decommissioning assets in the IFMS Asset Register including asset class, quantity, type and value, any transfers and/ or disposal
- Record, register and maintain all Department institutional Lands and Building records in Land Register template.
- Record annually new asset purchases by the Department using payment vouchers to verify and validate asset purchases on location
- Performs other related work as required.

### 3.2 Monitoring & Evaluation (M&E)

- annual Stock Take in the Department and National Institutions to verify asset acquisition and geography
- Visit sites to verify and validate issues concerning Lands and building
- Liaise with Department of Lands and Physical Planning (DLPP) and National Housing Corporation (NHC)
- Check and quantify accuracy of asset acquisition on delivery on site.

### 3.3 Project Management

- Plan, mobilize and implement activities through team work
- Liaise with external and internal stakeholders concerning asset management practices and developments in the Department
- Promote good asset management practices in the Department of Education

### 3.4 Administration

- Hold regular meetings with Branch staff to implement tasks/activity plans
- Compile responses on behalf Secretary concerning DoE Land issues regarding schools and land owner groups.
- Produce Board of Survey Reports (BOS) as required by divisions for replacement
- Promote best practices, transparency and good governance in the Branch.

## 4. LOGISTICS

To oversee and manage the logistic functions of the National Department of Education. This include the following;

- Identify ways to improve administration service delivery especially in areas of logistics and records management and mail.
- Ensure DoE divisions/province/districts are supported in completing, implementing and monitoring their operational plans by coordinating staff within the unit to assist different offices.
- Assist in the development of policy guidelines for the implementation of the education reform program in response to the NEP (2020 – 2029).
- Assist with Education development projects task as required including attending seminars, conference as when required.
- Lead and contribute effectively to team members and encourage cooperative and flexible best practises relating to systems and service provision.

- Maintain continuous consistent standard of service delivery within the section/division by ensuring staff provide cover and relief assistance to immediate work area and the branch when required.
- Receive authorisation from the supervisor and promptly drive officers to and from outside the office to carry out official duties.
- Ensure regular service maintenance is carried out on all vehicles by driving the vehicles to and from the approved car service companies on designated dates.
- Clean all vehicles for use the next day and ensure the vehicles are road worthy by liaising with Supervisor to acquire cleaning detergents to clean the vehicles, and conduct regularly mechanical checks.
- Assist officers to load and unload vehicles.
- Report any accidents or breakdowns to the supervisor to take appropriate actions
- Contribute to ensure the branch maintain service delivery by assisting in carrying out other clerical duties on own initiative in immediate work area and the branch when required.

Budget activity	Procurement 11942 (2101-1117)		
	Revised appropriation (K'000s)	Warrants authorized (K'000s)	Expenditure (K'000s)
Staffing costs – (247)			
<b>Total costs</b> (including staffing)	2,618.1		
Targets	Achievements and non-achievements		
Annual Procurement Plan	<b>Achievement</b> <ul style="list-style-type: none"> <li>• Procurement plan v1 approved by Finance in April 2023</li> <li>• Procurement plan v2 approved by Finance in May 2023</li> <li>• Procurement plan v2 approved by Finance in September 2023</li> </ul>		
Procurement and Logistics Policies	<b>Achievement</b> <ul style="list-style-type: none"> <li>• Policies for Assets and Logistics in place.</li> </ul> <b>Non Achievement</b> <ul style="list-style-type: none"> <li>• No work done on Policies for Works &amp; Special Projects and Goods &amp; Services.</li> </ul>		
Major Tenders	<b>Achievement</b> <ul style="list-style-type: none"> <li>• NPC 2020-33 Purchase and supply of teaching and learning materials under GTFS to all schools in PNG by MH Supplies Ltd worth PGK 73 million was successfully completed. All materials arrived from overseas between July and August. DoE verified the contents in September and prepared DoE Completion Report which was sent to the NPC.</li> <li>• Expression of Interest for Consolidation, Packing, labelling and delivery of GTFS materials received through tender no. NPC 2020-33 was completed. 32 Contracts were prepared and signed by Secretary in August. Delivery of materials is ongoing. Most provinces have completed their deliveries with few provinces yet to complete. 2x Tenders for Construction of STEM Laboratories for Port Moresby and Sogeri National Schools of Excellence. The tenders advertised and closed on 20th December 2023. TFEC will meet and award the contracts in January 2024.</li> <li>• 2x Tenders for Purchase and Supply of Mathematics and Science and English and Social Science Textbooks for grade 11 &amp; 12 for National Schools of Excellence and Secondary Schools' Tenders</li> </ul>		

	<p>closed in November 2023 and TFEC met with their recommendations to go to NPC Board’s approval for award of contract.</p> <ul style="list-style-type: none"> <li>• 20x GTFS Tenders. Tender numbers NPC 2023/74-94 for Purchase and supply of T&amp;L materials currently advertised. Tenders closed on 7 December 2023. TFEC will be to be appointed to evaluate the bids and make recommendations to the NPC Board to award contracts.</li> <li>• 12x GTFS Tenders. Tender numbers NPC 2023/95-106 for Consolidation, Packing, labelling and delivery of GTFS materials advertised. Tenders closed on 7 December 2023. TFEC will be appointed to evaluate the bids and make recommendations to the NPC Board to award contracts.</li> <li>• 1x EOI for Purchase and supply of Teaching and Learning materials to all schools in Manus Province currently being advertised. EOI will close on 7 December 2023. Secretary will appoint DoE internal Technical Assessment Committee to assess and recommend to Secretary to approve and award contract.</li> <li>• 10x EOI for Consolidation, Packing, labelling and delivery of GTFS materials in 10 provinces already advertised. EOI will close on 7 December 2023. Secretary will appoint DoE internal Technical Assessment Committee to assess and recommend to Secretary to approve and award 11 contracts.</li> <li>• EOI for 23x door to door delivery of SBC Curriculum Materials closed on Friday 1st December 2023. Secretary will appoint DoE internal Technical Assessment Committee to assess and recommend to Secretary to approve award 23 contracts.</li> </ul>
<p>Contract Management</p>	<ul style="list-style-type: none"> <li>• 32 x GTFS contracts are constantly monitored and updates posted weekly on WhatsApp. Delivery in all provinces completed. Contractors are currently preparing delivery completion reports.</li> </ul> <p><b>Non Achievements</b></p> <ul style="list-style-type: none"> <li>• Outstanding contracts for Science Labs from 1019-2020 have been allocated to officers to follow up and provide individual reports to forward to NPC upon completion</li> <li>• Outstanding minor rehabilitation works from previous years’ list to be finalised and allocated to officers to follow up and provide reports. Information to be provided by PMU.</li> </ul>
<p>Minor Contracts</p>	<p><b>Achievements</b></p> <p>Minor contracts awarded by DoE include;</p> <ul style="list-style-type: none"> <li>• Vulupindi Haus Cleaning</li> <li>• 2x Security Contracts</li> <li>• EOI advertised through newspapers for 2023 external advertisements</li> <li>• EOI for CDD Blocks 1-4 advertised and contracts awarded to carry out maintenance at CDD</li> <li>• Vision 2075 Secretariat (4 contracts)</li> <li>• NEC related matters x (1 contract )</li> <li>• Education House project</li> </ul>

	<ul style="list-style-type: none"> <li>• Consultancy to for 7 principals of effective leadership.</li> </ul>		
<b>Commentary and way forward</b>			
<b>Lessons:</b>			
<b>Budget activity</b>	<b>Logistics</b>	<b>11942 (2101-1117)</b>	
	<b>Revised appropriation (K'000s)</b>	<b>Warrants authorized (K'000s)</b>	<b>Expenditure (K'000s)</b>
Staffing costs – (247)			
<b>Total costs (including staffing)</b>			
<b>Targets</b>	<b>Achievements and non-achievements</b>		
Office Relocation from FinCorp to Vulupindi Haus.	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>• All completed in March 2023. Costs involved in to settle DOE at Vulupindi Haus from P&amp;L.</li> <li>• K203,350.02 – Sinages in Vulupindi House Offices</li> <li>• K17,500.00 – Visual Displays for DOE Vision/Mission</li> <li>• K155,000.02 – Bill Board Installation for DOE – Vulupindi Haus</li> <li>• K89,017.01 – Solar Flood lights for DOE fleet carpark</li> <li>• K191, 136.00 – Digital Signboard for DOE – Vulupindi Haus.</li> </ul>		
Disposal of aging vehicles to re-fleet	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>• 33 Vehicles approved by Department of Works (TAG) and NPC for Public Tender</li> </ul> <p><b>Non Achievement</b></p> <ul style="list-style-type: none"> <li>• Tender for disposal of vehicles yet to be done</li> <li>• To be executed after the Department’s major restructure appointments are completed in December 2023 or early 2024.</li> </ul>		
Purchase of New Vehicles	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>• Ela Motors = 2x 5 Doors, 2 x Double Cabs and 3 x Toyota Rush = K1,084,936.36</li> <li>• PNG Motors (NiuFORD) 1 x Ford Ranger K156,310.10</li> <li>• 2Fast Motors = 1 x Toyota Camry = K35,999.00</li> </ul>		
Contracts Management under Logistics	<ul style="list-style-type: none"> <li>• Maintained the following Approved and Signed Contracts with DOE in 2023</li> <li>• Fuel – AP Trading Badili for 73 x DOE Fleet and diesel drums = K389,415.80/K454,545.50</li> <li>• Fuel – Divine Holdings, a trial to move DOE fleet fuel from Badili to Waigani = K113,000.01</li> <li>• Security Services – JFox Security Solutions based at Vulupindi Haus = K735,840.00</li> <li>• Security Services – Watchmen Secure Pro Group based at PNGEI/CDD office = K551,120.00</li> <li>• Mechanical Workshop for DOE fleet maintenance – Edi Auto Motors = Paid K237,192.00 as of end of November 2023</li> <li>• Mechanical Workshop for DOE fleet maintenance – 2Fast Motors = K363,636.40</li> <li>• Office Cleaning Services – Vulupindi Haus - ST Maintenance &amp;</li> </ul>		

	<p>Contractors = K678,720.00</p> <ul style="list-style-type: none"> <li>• TSI – Fleet Management Tracking = K181,305.23 A tracking software to track and monitor the correct use of 73 DOE vehicles, Reminder dates to renew registration and safety stickers, alert to P&amp;L to service the DOE fleet as scheduled. Software in final preparation to start in 2024.</li> </ul>
<p>1) Fleet Management – P&amp;L fleet control and services rendered to Divisions</p> <p>2) Management of Department Mail</p>	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>• 10 Operational buses picked up DOE staff to and from work from January to December 2023</li> <li>• Buses controlled through Internal Transport Request served all Divisions to their approved workshop/conference/meeting venues, service providers, within and outside of the city</li> <li>• Through the approved Job Orders took 40 vehicles to the 2 approved Mechanical Workshops for maintenance</li> <li>• P&amp;L had an Approved Vehicle Service Schedule that serviced 85 vehicles. All payments through the Contracts maintained.</li> <li>• P&amp;L Registry Section maintained the receipt and posting of the DOE mail with Post PNG from January to December 2023.</li> <li>• Received 811 mails from Post PNG and distributed to Divisions. Sent 94 envelopes to service providers and partners.</li> <li>• DOE had a balance of K5, 000.00 from 2019 that was used in 2023 to pay for the DOE mail.</li> </ul>
<p>Project Identification Document.</p>	<ul style="list-style-type: none"> <li>• Compiled PID and sent to Finance Division to allocate funding for Institutional Houses at Durand Farm</li> <li>• Request for funding from IECC sent to Deputy Secretary for consideration. This is for Durand Farm Institutional Houses.</li> </ul>

## GUIDANCE AND COUNSELLING FUNCTIONAL STATEMENTS

The following are the activities provided by the Division;

### 1. GUIDANCE & COUNSELING – MOMASE/HIGHLANDS

Direct and administer the MOMASE and Highlands region Guidance and Counselling branch through the fourteen (14) Provincial Guidance and Counselling officers to provide guidance and counselling services in schools in accordance with the National and Provincial goals. Lead in the implementation of BMP in the two Regions.

Work closely with NGO’s, Donor funders and sister organisations the implementation of Guidance & Counselling programs and activities.

Constantly provide strategic management and policy direction for Guidance and Counselling officers in the MOMASE & Highlands regions on the department’s behavioural management issues in schools. To liaise with relevant officers in the Guidance and Counselling branch, schools and provinces for the delivery of guidance and counselling services.

- Supervise, monitor and implement government policies and programmes to improve school performance and student outcome. Train and develop guidance officers, school counsellors and teachers in charge or personal development.
- Supervise the implementation of scout policy in schools by the Scout Association of PNG.



# GUIDANCE AND COUNSELLING

## FUNCTIONAL STATEMENTS

- Provide strategic leadership in delivery of guidance and counselling services to schools by ensuring the development, review, implementation and assessment of guidance and counselling programs that meet the needs of students.
- Support the work of guidance and counselling officers through providing resources and administrative support to ensure delivery of guidance and counselling services to schools.
- Conduct research on provision of guidance counselling services as to develop necessary policies, or review of programs to meet the changing needs of students.
- Manage the day to day administrative responsibilities to assist with the achievement of the guidance and counselling outcomes.
- Ensure to have necessary meetings with subordinates to inform officers, identify problems and propose improvements in service delivery.
- Facilitate the personal development plan for the subordinates to ensure relevant training opportunities are secured for officers to improve knowledge and skills.
- Effectively and efficiently manage the office budget ensuring probity and transparency in all actions.
- Ensure DAT is administered by the officers in the regions.

### 2. GUIDANCE & COUNSELLING – SOUTHERN/NGI

Direct and administer the Southern and NGI region Guidance and Counselling branch through the fourteen (10) Provincial Guidance and Counselling officers to provide guidance and counselling services in schools in accordance with the National and Provincial goals.

Constantly provide strategic management and policy direction for Guidance and Counselling officers in the Southern & NGI regions on the department's behavioural management issues in schools. To liaise with relevant officers in the Guidance and Counselling branch, schools and provinces for the delivery of guidance and counselling services.

- Supervise, monitor and implement government policies and programmes to improve school performance and student outcome. Train and develop guidance officers, school counsellors and teachers in charge or personal development.
- Provide strategic leadership in delivery of guidance and counselling services to schools by ensuring the development, review, implementation and assessment of guidance and counselling programs that meet the needs of students.
- Support the work of guidance and counselling officers through providing resources and administrative support to ensure delivery of guidance and counselling services to schools.
- Lead in the implementation of BMP in the two regions.
- Conduct research on provision of guidance counselling services as to develop necessary policies, or review of programs to meet the changing needs of students.
- Manage the day to day administrative responsibilities to assist with the achievement of the guidance and counselling outcomes.
- Ensure to have necessary meetings with subordinates to inform officers, identify problems and propose improvements in service delivery.
- Facilitate the personal development plan for the subordinates to ensure relevant training opportunities are secured for officers to improve knowledge and skills.
- Effectively and efficiently manage the office budget ensuring probity and transparency in all actions.
- Make sure DAT is conducted in the provinces by the Guidance & Counselling Officers under your responsibility.
- Work closely with NGOs, Donor funders and other sister organisations.
- Supervise the implementation of scout policy in schools by the Scout Association of PNG.

Budget activity	Guidance & Counseling	10414 (235-2101-2104)	
	Revised	Warrant	Expenditure

## GUIDANCE AND COUNSELLING

	appropriation (K'000s)	authorised (K'000s)	(K'000s)
Staffing costs (37)			
Total costs ( <i>including staffing</i> )	2,983.6	2,723	1,838.0
Targets	Achievements and non-achievements		
School visits to carry out DAT testing, give career guidance to students as well as carry out student leadership training for student leaders. Monitor performance of the SBC's. And provide Counselling and career guidance for students.	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>Visited 200 Secondary/high schools were visited. Only 95% of officers were funded.</li> <li>Nearly all of the Grade 11 student population was tested 30,000 students.</li> <li>Most grade 12 students also sat the DAT (tests).</li> <li>Most of the School Based Counselors are monitored during the visits.</li> </ul> <p>Achievement is 95% of these activities.</p>		
<p>1. Psychosocial Support/SRGBV training &amp; Gender as well as Behaviour Management to five provinces ENB/Oro/ARoB/Enga &amp; Sandaun</p> <p>2. BMP Teacher In-service training (TIP) in 3 districts Nawae/Mt Hagen/NCD</p> <p>3. Writing of Student Leadership training manual in final draft.</p> <p>4. Teacher Pre-service course done ready for Secretary's signature then to printing.</p> <p>5. Gender Equity in Education policy name change to Gender Equity, Disability &amp; Social Inclusion in schools policy (GEDSI)</p> <p>6. UNICEF Annual Works Plan (AWP)</p>	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>Training in the four provinces was done with support from Partnership in Education (PIE) program funded by DFAT (Australia).</li> <li>Trained 500 teachers in the five provinces, as well as school inspectors and education personnel's. 100% achievement.</li> <li>BMP TIP training under Spot Light program done in three Districts.</li> <li>This writing workshop will be conducted in December with Tribal Foundation &amp; John Maxwell team from USA.</li> <li>Now writing course with teachers colleges partnership with DHERST.</li> <li>This writing workshop is happening now from 9<sup>th</sup> – 21<sup>st</sup> Oct 2023</li> </ul> <p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>GEDSI policy now ready for Secretary's Signature and launching.</li> <li>Most of the Activities under the UNICEF AWP were funded and we did very well in getting our funds spent on the planned activities 95% done.</li> <li>Name change back to GESI as directed by Secretary and top management team.</li> <li>All UNICEF Annual Work Plan activities are on schedule we are working as planned.</li> </ul>		
7. Induction of all new officers	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>A total of 30 new Guidance &amp; Counseling Officers were inducted at March Girls at the beginning of the year 2023.</li> </ul> <p><b>Non-achievements</b></p> <ul style="list-style-type: none"> <li>Guidance Officers need basic Counseling Skills, Human Resource Division need to organise training for them to attend.</li> </ul>		
Monitoring & supervision	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>Guidance Officers visited nearly all their schools using provincial</li> </ul>		

	<p>support and sharing of resources with Standard Officers.</p> <ul style="list-style-type: none"> <li>This year 2023 was our best year nearly all officers were given support to visit schools and carry out their duties.</li> </ul> <p><b>Non-achievements</b></p> <ul style="list-style-type: none"> <li>Funding most times is slow coming for we have a lot of protocols in place to access the funding to support the officers in the field.</li> </ul>
<b>Commentary and way forward</b>	
Internal arrangement to put officers where they are best suited is working for us. And filling up all vacant positions is must for us in Guidance.	
<p><b>Lessons</b></p> <ul style="list-style-type: none"> <li>Funding released is Inadequate and late release of funding affected many planned activities for officers to complete their tasks. Funds are not released in the first quarter is a big problem for us.</li> <li>More communications needed between HQ and the field officers. Buying of Tablets for officers as well as laptops and printers for them to use. Guidance Officers needed transport to move to visit the schools.</li> <li>Working with NGO partners is working well for us for we reach more teachers &amp; students with their support.</li> <li>Many of our programs are achieved through partnership programs that we ride one with NGO's and other partner organizations like UNICEF/CHILD FUND/UNFPA &amp; DFAT.</li> </ul>	

## CURRICULUM DEVELOPMENT

### FUNCTIONAL STATEMENTS

The following are the activities provided by the Division;

#### 1. HUMANITIES

To research, plan, write and develop curriculum for subject under the Humanities strand at one or more of the main school levels for which they have responsibility.

- Take responsibility for the oversight and management of subject curriculum officers within their section
- Develop the curriculum in a subject at one or more of the main school levels.
- Identify, formulate and develop curriculum materials for specific syllabuses as required.
- Assist in the development of other curriculum materials as required.
- Plan, research, and compile materials, draft and trial curriculum materials.
- Organize and participate in relevant advisory committee meetings and workshops
- Liaise with outside sources and other sections of Curriculum Development Division.
- Advise and assist local authorities in the development of locally relevant curriculum materials.

#### 2. SCIENCE

To research, plan, write and develop curriculum for subject under the Science strand at one or more of the main school levels for which they have responsibility.

- Take responsibility for the oversight and management of subject curriculum officers within their section.
- Coordinate the development of curriculum materials for all subjects at the assigned level of schooling.
- Oversee the development of resources for students and teachers.

- Monitor the implementation of the curriculum at their assigned level of schooling.
- Monitor and trial curriculum materials and subsequently revise curriculum materials in use.
- Advise and assist local authorities in the development of curriculum materials.
- Provide advice on suitable assessment methods and weightings for subjects at the assigned level of schooling.

### 3. BUSINESS & TECHNOLOGY

To research, plan, write and develop curriculum for subject under the Business and Technology strand at one or more of the main school levels for which they have responsibility.

- Take responsibility for the oversight and management of subject curriculum officers within their section
- Develop the curriculum in a subject at one or more of the main school levels.
- Identify, formulate and develop curriculum materials for specific syllabuses as required.
- Assist in the development of other curriculum materials as required.
- Plan, research, and compile materials, draft and trial curriculum materials.
- Organize and participate in relevant advisory committee meetings and workshops
- Liaise with outside sources and other sections of Curriculum Development Division.
- Advise and assist local authorities in the development of locally relevant curriculum materials.

### 4. VET CURRICULUM

To research, plan, write and develop curriculum for subject under the VET Curriculum strand at one or more of the main school levels for which they have responsibility.

- Take responsibility for the oversight and management of subject curriculum officers within their section
- Develop the curriculum in a subject at one or more of the main school levels.
- Identify, formulate and develop curriculum materials for specific syllabuses as required.
- Assist in the development of other curriculum materials as required.
- Plan, research, and compile materials, draft and trial curriculum materials.
- Organize and participate in relevant advisory committee meetings and workshops
- Liaise with outside sources and other sections of Curriculum Development Division.
- Advise and assist local authorities in the development of locally relevant curriculum materials.

### 5. CURRICULUM AND ASSESSMENT:

To ensure efficient and effective development of appropriate syllabuses and assessment materials and other support curriculum materials for use in schools including the identification of student and teacher reference books to support the curriculum.

- To ensure there is an efficient and effective student examination development, assessment and the overall administration of national examinations and certification process nationwide. This includes the security of exam papers and certificates and their printing and distribution of national examination in Papua New Guinea.
- Drive the development of strategies to implement and assess the achievement of divisional priorities by providing strategic leadership and promote continuous improvement.

- Ensure performance standards through the excellent administrative support; improve curriculum programs to meet changing needs, and regularly conducting and improving teachers’ performance assessment
- Ensure relevant policies covering divisional responsibilities are developed to assist the division in achieving its functional responsibilities.

**6. GRAPHIC & DESIGN**

Assist to plan, direct, supervise and manage the production of quality designed educational publication for schools throughout PNG.

- In close consultation with the Manager Graphics & Design, ensure that all the design, layout, text setting, illustrations, photography and computer graphics for all curriculum materials developed meet departments requirement.
- Consult closely with the Editor to manage the design, layout, text setting, illustrations, photography and computer graphics for all curriculum materials developed meet departments requirement.
- Liaise closely with curriculum officers on the work produced and staff of the Print shop.
- Advise the Manager Graphics & Design on ways that technological changes can be incorporated in order to increase efficiency.

<b>Budget activity</b>		<b>Curriculum Development &amp; Assessment, (CDA)</b>		<b>10411 (235-2101-2101)</b>
		<b>Revised appropriation (K'000s)</b>	<b>Warrants authorised (K'000s)</b>	<b>Expenditure (K'000s)</b>
Staffing costs		315,000	315,000	253,000
<b>Total costs (including staffing)</b>		315,000	315,000	253,000
<b>Targets</b>		<b>Achievements and non-achievements</b>		
Coordinate Divisional Operations		<p>All of the division’s operational costs including staff leave entitlements, utility bills and administrative costs were paid, utility bills (water bill) and maintenance work on the CDD main conference room and air condition in all buildings. Others area that need urgent attention are the fencing, security house and security flood lights and the maintenance agreement and service of the CDD generator, (urgent as we are facing frequent) power. Service agreement for Printing machines in the CDD printer and photocopying machines</p> <p>This function is placed under Administration Division and therefore should be transfer back to CDD under a special arrangement or through another mini Divisional restructure. This is a must as we are facing lots of problems.</p>		
Development of SBC for Elementary schools		<ul style="list-style-type: none"> <li>• Elementary SBC has been completed and delivered to all Elementary schools through PNG. This is four (7) full years of Elementary SBC implementation.</li> <li>• There is an immediate need for a review of the Elementary curriculum to align to the NCSF recently completed which K1 &amp; K2 and Prep must align to MCSF and is used for Senior Primary and the Secondary sector content development.</li> <li>• There is also a need to develop support resources and monitoring to ascertain the status of the implementation.</li> </ul>		

<p>Development of SBC for Primary schools</p>	<ul style="list-style-type: none"> <li>• Junior Primary (Grades 3, 4 &amp; 5) SBC has been completed, printed and delivered to all four (4) Regions. This is 3 and half years of implementation in schools. CDM funding has been used to successfully deliver Junior Primary SBC to all 22 provinces.</li> <li>• Teacher training has been conducted by TED for implementation.</li> <li>• Senior Primary (Grades 6, 7 &amp; 8) has completed, printed and delivered in early 2019. Only Teacher Guides for 4 subjects; Arts, Social Science, Making a Living and Health/Physical Education are yet to be printed. Funding committed for this and printing will start early 2022 and delivered to schools by end of 2023.</li> <li>• Funds had been budgeted for in both Project and recurrent under CDM and CDD will ensure all is completed by end of 2020.</li> </ul>
<p>Development of SBC for High schools</p>	<ul style="list-style-type: none"> <li>• Junior Primary (Grades 3, 4 &amp; 5) SBC has been completed, printed and delivered to all four (4) Regions. This is 7 years of implementation in schools. CDM funding has been used to successfully deliver Junior Primary SBC to all 22 provinces.</li> <li>• Teacher training has been conducted by TED for implementation.</li> <li>• Senior Primary (Grades 6, 7 &amp; 8) has completed, printed and delivered in early 2019. Only Teacher Guides for 4 subjects; Arts, Social Science, Making a Living and Health/Physical Education are yet to be printed. Funding committed for this and printing will start early 2021 and delivered to schools by end of 2023</li> <li>• Funds had been budgeted for in both Project and recurrent under CDM and CDD will ensure all is completed by end of 2020.</li> </ul>
<p>Development of SBC for Secondary schools</p>	<ul style="list-style-type: none"> <li>• Junior High School (Grades 9 &amp; 10) SBC Syllabuses have been written under Humanities, Sciences and Business and Technology pathways or Learning Areas and are all in final stage of designing prior to printing.</li> <li>• The currently been printed and will be delivered in January 2021. Except for life Skills subjects Syllabuses and TGs</li> <li>• These Syllabuses were edited by external editors in November, 2019.</li> <li>• Senior High School (Grades 11 &amp; 12) SBC Syllabuses have been written under Humanities, Sciences and Business and Technology pathways or Learning Areas and are in all final designing prior to printing.</li> <li>• These Syllabuses were edited by external editors in November, 2019.</li> <li>• Funds had been budgeted for in both Project and recurrent under CDM and CDD will ensure all Syllabuses completed by end of 2022.</li> <li>• All Teacher Guides Humanities pathway with exception of Arts and Character &amp; Social Development have been completed and are undergoing final stages of designing prior to printing. They are printed and delivered to CDD in 2021</li> <li>• All Teacher Guides Sciences pathway with exception of Agriculture have been completed and are undergoing final stages of designing prior to printing.</li> <li>• All Teacher Guides Business and Technology pathway have been completed but are held back due to late completion. Editing will commenced, followed by printing of these entire teacher Guides.</li> <li>• External editors have been engaged to edit all Business and Technology Teacher Guides. All books have been edited and into</li> </ul>

	<p>mockup prints.</p>
<p>Development Citizenship &amp; Christian Values Education (CCVE) under SBC for Preparatory Grade to Grade 12 under 1-6-6 education structure</p>	<ul style="list-style-type: none"> <li>• CCVE Framework for completed and is with GPO for printing, (Delayed)</li> <li>• Preparatory CCVE Syllabus and Teacher Guides have been written, edited and printed and delivered to CDD warehouse by the printer. These have been sent to the schools in 2022.</li> <li>• Grades 1, 2 &amp; 3 CCVE Syllabuses and Teacher Guides have been printed and delivered to CDD warehouse.</li> <li>• CCVE Framework, and Prep, Grades 1, 2 &amp; 3 Syllabuses and Teacher Guides will be delivered to school early 2020 for implementation.</li> <li>• Grades 4 to 6 CCVE Syllabuses written by Curriculum Officers and external experts.</li> <li>• Grades 4 to 6 CCVE Teacher written by Curriculum Officers and external experts.</li> <li>• Editing of Grades 4-6 Syllabus and 3 x Teacher Guides have been edited by external editor and returned.</li> <li>• These books are undergoing graphics and designing and will be printed in late 2020. The books were delivered to CDD in 2020.</li> <li>• Tender for printing of CCVE Grades 4-6 completed and 30% payments made. Printing will be done early 2023. Delivery thereafter for implementation.</li> <li>• Grades 7 to 12 CCVE Syllabuses are been written by Curriculum Officers and external experts through workshops in January 2020.</li> <li>• Grades 7 to 12 CCVE Teacher Guides will be outsource to external writers in January 2020.</li> <li>• Guidelines templates and TOR for the contract writers have been finalized and writers have been identified for Secretary to endorse.</li> <li>• Funds had been budgeted for in both Project and recurrent under CDM and CDD will ensure all Syllabuses Prep to Grade 4-6 are completed while similar funding will be made available to complete Grades 7-12.</li> <li>• The implementation for prep and Grades 1, 2 &amp; 3 will be January 2020, while Grades 4-12 will be implemented in 2022, upon completion.</li> <li>• All CCVE from Prep to Grades 12 will be completed by December, 2023 and implemented thereafter.</li> <li>• This is a new Government Initiative that is successfully delivered by CDD</li> </ul>
<p>Development of National Curriculum Standards Framework, (NCSF)</p>	<ul style="list-style-type: none"> <li>• The NCSF Framework was developed by Task Forces team comprising mostly of academics.</li> <li>• CDD team had the privilege go through the documents and contributed immensely towards its finalization in consultation with the Task force Team Leader.</li> <li>• CDD also had the privileged to write the NCSF that were not written by the Task Force Team mostly for Skilled-based Subjects.</li> <li>• Subject based Framework is been written by Curriculum officers responsible for each subject and a working team.</li> <li>• The NCSF will be handed over to the Minister by DoE Secretary to be presented by NEC</li> <li>• CDD has used the draft NCSF to develop and deliver its SBC for Senior Primary and Secondary and CCVE.</li> </ul>
<p>Board of Studies and Subject</p>	<ul style="list-style-type: none"> <li>• 3 x Subject Advisory Committee, for the 3 learning pathways was</li> </ul>

<p>Advisory Committee meetings</p>	<p>conducted at Hideaway hotel in 2022, 1 x Board of Studies meeting, for</p> <ul style="list-style-type: none"> <li>• SAC &amp; BOS meetings for 2023 are yet to be</li> <li>• Prior to SAC &amp; BOS a series of SCG committees meet and Curriculum panels are held regularly.</li> <li>• BOS meeting will be convened in December 2023 to approve all Secondary Teacher Guides and other documents.</li> </ul>
<p>Develop School Journals</p>	<ul style="list-style-type: none"> <li>• Came to a halt after 6 Bridging School Journals were developed with assistance from VSO under the Every Child Reading, (ECR Phase 2) in 2015. The VSO support has eventually ended and DoE will have to fund this.</li> <li>• No activities for SJ in 2020 to 2023 as focus were on completion of SBC secondary.</li> <li>• This activity must be revived and CDD has budgeted for it in 2024.</li> <li>• Budget will come from CDM to revive these important reading books.</li> </ul>
<p>Develop Maths and Science Text Books with JICA partnership</p>	<ul style="list-style-type: none"> <li>• The textbook development for Mathematics and Science subjects are progressing very well.</li> <li>• The textbooks were printed in Japan in 2019 for Grade 3&amp;4 and in 2020 for grade 5&amp;6. These books have already been distributed to all schools.</li> <li>• Content for the text books have be written and are now been validated with teachers from NCD and Central.</li> <li>• Grades 3-6 Text books for Mathematics and Sciences were completed printed in Japan and delivered to PNG main ports, then to provinces ad end up in the 89 districts throughout PNG. Many already arrived while others are going there. Printing and distribution was funded by Japanese Grant Aid through the people and Government of Japan implemented by JICA PNG office.</li> <li>• Currently BEST Projects is taking on Grade 1 Mathematics while National Government is finding Grade 1 &amp; 2 Sciences. This activity must extend Secondary grades 7-12. CDD through a Project with GOPNG budget allocation of K5.0m in 2024.</li> </ul>
<p>Procurement Supply of text books &amp; support resources through the NEC Submission</p>	<ul style="list-style-type: none"> <li>• CDD has made a massive submission for around K600.0million with a list of text books and support resources based on text ration of 1:1, 1 text book to 1 student. Due to changes in Government and ministers this submission is pending NEC decision.</li> <li>• There is a great need to revive this project with other PIP</li> </ul>
<p><b>Commentary and way forward</b></p>	
<ol style="list-style-type: none"> <li>1. Many repair and maintenance jobs are still outstanding at the print shop and n the warehouse / stores where a state of Art printing machine is also installed. This must be attended to in early 2024.</li> <li>2. The 4 CDD building are undergoing refurbishment with lock 2 completed. These must continue for the other 3 buildings in 2024. Followed by brown goods for the office.</li> <li>3. Computer to Plate machine installed in the print shop. This needs to be supported with parts and use to full operations to print support resources for schools.</li> <li>4. Air condition is not working and is now a health hazard. This must be attended to in early 2022 and into 2023</li> <li>5. The CDD main conference room has being renovated 2020. The funding for this was made available and construction will started in January 2020. Officers are already using the refurbished conference room.</li> <li>6. The two toilet blocks in block B and warehouse needs full maintenance and is already a health hazard. This must be done in early 2023. Block has started but yet to be completed and ready for use.</li> </ol>	



7. All 4 blocks air condition needs maintenance or replacement. Block 2 fully was maintained in 2023 with maintenance of the building.
8. Senior Primary (Grades 6, 7 & 8) SBC materials delivery to all 4 regions must be completed by April, 2020.
9. Printing for CCVE Prep, and Grades 1-3 as well grades 4-6 completed in 2022.
10. CCVE Grades 7-12 Syllabuses and Teacher Guides must be written and completed in June, 2020 for printing and delivery thereafter.
11. Secondary (Grades 7-12) SBC materials must be printed by October, 2020, for delivery in May/June, 2021 and implementation thereafter.
12. Training for SBC Grades 7-12 in July 2020 and CCVE Grades 7-12 was conducted in early 2021/2022 in preparation for implementation.
13. Mathematics Text Books for Grades 3&4 were delivered to schools from the Cluster for implementation in January 2020. CDD must support or monitor to make sure the books are in school. These are requirement from Japanese Government and must be done and reported.
14. Monitoring of all Curriculum implementation is a must for CDD. Inspections have been requested to assist the monitoring and CDD will partner with them to monitor SBC, CCVE, Text Books implementations. Secretary's Circular Instruction 41/2020 must be circulated for adherence and compliance.
15. STEM/STEAM curriculum has been proposed and CDD is has accommodated its concepts in the Teacher Guides. CDD is development STEAM resources book containing **sample STEAM Projects**. This must be given adequate funding support to have it completed, printed and delivered in 2024.
16. Desk tops were purchased for all Curriculum Officers and are yet to be configured and installed. This is a priority over the festive period for use in in February, 2019 by the officers.
17. Aging computers and Laptops need complete purchase and are still outstanding. Secretary approved for 32x laptops for Curriculum officers in 2024.
18. Aging photocopiers and Data Projectors need complete purchase and are still outstanding.
19. Stationery for CDD staff although provided this year by Procurement but insufficiently supply received for all CDD officers for the year 2024.

Budget activity		Corporate Production and Distribution, (CPD)		10412 (235-2101-2102)
		Revised appropriation (K'000s)	Warrants authorised (K'000s)	Expenditure (K'000s)
Staffing costs		724,000	724,000	394,000
<b>Total costs</b> (including staffing)		724,000	724,000	394,000
Targets	Achievements and non-achievements			
Procure text books for primary and secondary schools	<p><b>Non-achievement</b> Not achieved. Not procured due to no funds. NEC Submission of K600.0m was returned to CDD. CDD will amend and revert to Minister to make NEC submission by early 2024.</p> <p>Create &amp; Communicate English textbooks were procured for NCD, Gulf and Hela provinces. Other 19 provinces to be considered in 2024. This must include all other subjects.</p>			
Printing of six full-colour issues for Bridging School Journals.	<p><b>Non-achievement</b> Nothing was printed. <i>Priority was SBC High and Secondary schools in 2023</i></p>			
Printing of SBC Primary materials Grades 3-8.	<p><b>Achieved 100%</b> Successfully accomplished. All printing through tender. 4</p>			

	Teachers' Guides will be printed in June, 2021 by companies paid in June 2021.
<p>Distribution of SBC materials for Junior Primary</p> <p>Distribution of SBC materials for Senior Primary</p> <p>Distribution of other resources materials purchased by Pearson Education such as the Shappy's books</p> <p>Distribution of Bridging School Journals</p>	<p><b>Achieved 100% all 4 regions.</b> Successfully accomplished.</p> <p>All final SBC materials were distributed to schools on door to door basis. 4 x TG have been printed by TOKIWA LTD but delivery to CDD is very slow.</p> <p>Delivery will be together with SBC Secondary and CCVE Prep to Grades 6 in March / April, 2024.</p> <p><b>Achieved 100%</b></p> <p>These materials have now been packed with the Junior Primary SBC and have been delivered to all districts across the country. Those in the Highlands and Momase have received theirs while those in NGI and Southern beginning to receive them.</p> <p>No publication for school Journals and there were no delivery done. (priority was SBC secondary in 2020)</p>
<p>Improved Management of Inventories PMSO Annual workshop and logistic update, Monitoring and evaluation, wireless phone &amp; phone cards, warehouse maintenance for fire safety &amp; back up computer and UPS</p>	<p><b>Non-achievement</b></p> <p>This function is now transferred to Procurement Division under the recent restructure. CDD only looks after the Graphics. However, in actual practice CDD is doing the tendering, procurement, printing and distribution.</p> <p>This function therefore should be transferred back to CDD under a special arrangement or through another mini Divisional restructure.</p>
<p>Publishing/Graphics activities:.</p>	<p><b>Achievement 100%</b></p> <ul style="list-style-type: none"> <li>• Junior Primary SBC Syllabuses and Teacher Guides (7 x Syllabuses and 21 x Teacher Guides) were designed.</li> <li>• These documents are all printed, packed and label and delivered to all Districts throughout the country.</li> <li>• Designing of Grades 7-12 Syllabuses and TG for Humanities and Sciences are coming to an end and will be ready for print mid-December, 2022</li> <li>• All funding for this was budgeted under CDM and payments already raised for those companies that won the tender bids.</li> </ul>
<p>Print-shop activities: maintenance of printing machines and purchase of ink and distribution packing materials</p>	<p><b>100% Achievement</b></p> <ul style="list-style-type: none"> <li>• Machine set to rollout with parts are missing from the guillotine machine purchased and installed. Commissioned by Secretary and machine in operations now.</li> <li>• Will need to sustain this machine and a Trust accounts is required for other DoE divisions and others to pay.</li> <li>• Warehouse and print shop needs major refurbishment.</li> <li>• Consumables purchased but insufficient to produce mass printing. Need a trust account</li> </ul>
<b>Commentary and way forward</b>	
<ul style="list-style-type: none"> <li>• Most activities were not achieved as the division's focused on Standards-Based Curriculum development.</li> <li>• The publishing/graphics section did not have Mac computers to do designs and layout of developed curriculum materials.</li> <li>• Most draft curriculum materials were printed externally at very high costs.</li> <li>• When funds become available in 2024 a plate burner and ink master will be bought for the fast printer at the print-shop to allow cheaper printing done in-house. The Ryobi printer at the print-shop also</li> </ul>	

<p>needs an ink master to replace photocopier in the operations section for mass printing of curriculum materials.</p> <ul style="list-style-type: none"> <li>• Machine set to rollout, except some parts missing for the guillotine machine.</li> <li>• Commissioning was done in March 2019 and training by Japanese experts on how to operate the machines will follow. the machine will be operational.</li> <li>• Ware house and print shop needs major refurbishment.</li> <li>• A need for a trust account to generate income for the print shop to be able to be self-sufficient</li> </ul>				
<b>Budget activity</b>		<b>Curriculum Development Materials, (CDM)</b>		<b>11795 (235-2101-2107)</b>
	<b>Revised appropriation (K'000s)</b>	<b>Warrants authorized (K'000s)</b>	<b>Expenditure (K'000s)</b>	
Staffing costs	N/A	N/A	N/A	
<b>Total costs (including staffing)</b>	<b>14,513,000.00</b>	<b>14,513,000.00</b>	<b>5,111,000.00</b>	
<b>Targets</b>	<b>Achievements and non-achievements</b>			
Develop Standard Based Curriculum resource materials for Elementary	<p><b>Achievements 100%</b></p> <ul style="list-style-type: none"> <li>• Delivered to all schools through PNG</li> <li>• Training of teachers done for all teachers in PNG</li> <li>• 2023 is the 9<sup>th</sup> year of Implementation.</li> <li>• Needs to monitor its successes and failures. URGENT &amp; IMMEDIATE.</li> <li>• Need to monitor, Review and realign to NCSF in 2024</li> </ul>			
Develop Standard Based Curriculum resource materials for Primary	<p><b>Achievements 100% complete</b></p> <ul style="list-style-type: none"> <li>• Developed 7 Standard Based Curriculum Junior Primary Syllabuses and 21 Teacher Guides for Mathematics, English, Science, Community Living, Arts, Physical Education and Health.</li> <li>• Printed, packed and delivered all district and provinces in 4 Regions.</li> <li>• The delivery of the above materials completed in April, 2019.</li> <li>• Monitoring and review of the primary curriculum for grade 3-5 in 2024 to realign to NCSF</li> </ul> <p><b>100%-achievements</b></p> <ul style="list-style-type: none"> <li>• 7 Senior Primary Syllabuses (English, Mathematics, Science, Personal Development, Arts, Making a Living and Social Science), Done and delivered.</li> <li>• 21 Teacher Guides for senior Primary, (English, Mathematics, Science),</li> <li>• Writing&amp; editing <b>completed 100%</b>.</li> <li>• Designing/Formatted and ready for printing <b>completed 100%</b>.</li> <li>• Personal Development, Arts, Making a Living and Social Science have been printed and will be delivered to CDD by mid-December, 2023.</li> </ul>			
Development of SBC for Secondary schools	<ul style="list-style-type: none"> <li>• Junior High School (Grades 9 &amp; 10) SBC Syllabuses have been written under Humanities, Sciences and Business and Technology pathways or Learning Areas and printed and delivered to all schools nationwide.</li> <li>• These Syllabuses were edited by external editors in November, 2019.</li> <li>• Senior High School (Grades 11 &amp; 12) SBC Syllabuses have been</li> </ul>			

	<p>written under Humanities, Sciences and Business and Technology pathways or Learning Areas and printed and delivered to all schools nationwide.</p> <ul style="list-style-type: none"> <li>• These Syllabuses were edited by external editors in November, 2019.</li> <li>• Funds had been budgeted for in both Project and recurrent under CDM all Syllabuses were completed by end of 2020</li> <li>• All Teacher Guides Humanities pathway with exception of Arts and Character &amp; Social Development have been completed and are undergoing final stages of designing prior to printing.</li> <li>• All Teacher Guides Sciences pathway with exception of Agriculture have been completed and are undergoing printing.</li> <li>• All Teacher Guides Business and Technology pathway have been completed and are undergoing printing.</li> <li>• External editors were be engaged to edit all Business and Technology TG.</li> <li>• SBC secondary Teacher training started 2019 and completed in 2022.</li> <li>• Teacher Guides for Skills based subjects were finalized though writing workshops and are undergoing printing.</li> </ul>
<p>Development Citizenship &amp; Christian Values Education (CCVE) under SBC for Preparatory Grade to Grade 12 under 1-6-6 education structure</p>	<ul style="list-style-type: none"> <li>• CCVE Framework for completed and is with GPO for printing, (Delayed)</li> <li>• Preparatory CCVE Syllabus and Teacher Guides have been written, edited and printed and delivered to CDD warehouse by the printer.</li> <li>• Grades 1, 2 &amp; 3 CCVE Syllabuses and Teacher Guides have been printed and delivered to CDD warehouse.</li> <li>• CCVE Framework, and Prep, Grades 1, 2 &amp; 3 Syllabuses and Teacher Guides will be delivered to school early 2020 for implementation.</li> <li>• Grades 4 to 6 CCVE Syllabuses written by Curriculum Officers and external experts.</li> <li>• Grades 4 to 6 CCVE Teacher written by Curriculum Officers and external experts.</li> <li>• Editing of Grades 4-6 Syllabus and 3 x Teacher Guides have been edited by external editors.</li> <li>• All These books are undergoing printing.</li> <li>• Grades 7 to 12 CCVE Syllabuses are been written by Curriculum Officers and external experts through workshops.</li> <li>• Grades 7 to 12 CCVE Teacher Guides will be outsource to external writers in January 2024.</li> <li>• Funds had been budgeted for in both Project and recurrent under CDM and CDD will ensure all Syllabuses Prep to Grade 7-6 are completed while similar funding will be made available to complete Grades 7-12.</li> <li>• The implementation for prep and Grades 1, 2 &amp; 3 will be January 2020, while Grades 4-6 will be implemented in 2024.</li> <li>• Grades 7-12 will be implemented after writing is completed and the books are printed and delivered to all schools.</li> <li>• <b>All CCVE Grades 7-12 will be completed by June, 2024 and implemented thereafter.</b></li> <li>• <b>This is a new Government Initiative that is successfully delivered by CDD</b></li> </ul>

<p>Development Early Childhood Care and Education Curriculum under SBC in the 3-6-6 school Structure</p>	<ul style="list-style-type: none"> <li>• ECE Framework was developed through writing workshop and in consultation with key partners like UNICEF and implementing schools.</li> <li>• EECE Syllabus developed for Kindergarten 1 &amp; 2 developed using bible as the core pillar and development strands supporting the content. Key partners assisted CDD to write content.</li> <li>• Teacher guide development for K1 &amp; K2 and prep were written 2021</li> <li>• ECE sector is still under the Community Development Department.</li> <li>• Printing of Framework, K1 and K2 syllabus and 2 Teacher guides completed in late 2021 and delivered.</li> </ul>
<p>Needs based Curriculum development of Information Communication &amp; Computer Technology (ICCT) and Science Technology, Engineering, Arts and Mathematics (STEAM)</p>	<ul style="list-style-type: none"> <li>• ICCT Framework was developed through writing workshop and in consultation with experts and subject developed from prep to grade 6.</li> <li>• STEAM Teacher Resource developed to support the implementation of grade 9-12 STEAM subjects with 3x STEAM Projects per grade level.</li> <li>• Printing of the ICCT and STEAM will be in late 2021</li> </ul>
<p>Development of National Curriculum Standards Framework, (NCSF)</p>	<ul style="list-style-type: none"> <li>• The NCSF Framework was developed by Task Forces team comprising mostly of academics.</li> <li>• CDD team had the privilege go through the documents and contributed immensely towards its finalization in consultation with the Task force Team Leader.</li> <li>• CDD also had the privileged to write the NCSF that were not written by the Task Force Team mostly for Skilled-based Subjects.</li> <li>• The NCSF will be handed over to the Minister by DoE Secretary to be presented by NEC pending their approval.</li> <li>• While that is pending CDD is using the NCSF to develop and deliver its SBC for Senior Primary and Secondary.</li> </ul>
<p>Board of Studies and Subject Advisory Committee meetings</p>	<ul style="list-style-type: none"> <li>• SAC &amp; BOS are a must to meet all approval processes and CDD has planned for 2 SAC &amp; 2 BOS and budgeted for it in 2023.</li> <li>• Prior to SAC &amp; BOS a series of SCG committees meet and Curriculum panels are held regularly.</li> <li>• 2022 BOS convened to approve all Secondary Curriculum for implementation is all secondary and high schools.</li> </ul>
<p>Develop School Journals</p>	<ul style="list-style-type: none"> <li>• Came to a halt after 6 Bridging School Journals were developed with assistance from VSO under the Every Child Reading, (ECR Phase 2) in 2015. The VSO support has eventually ended and DoE will have to fund this.</li> <li>• This activity must be revived and CDD has budgeted for it in 2021.</li> <li>• Budget will come from CDM to revive these important reading books.</li> <li>• Priority was given to SBC Secondary in 2020.</li> </ul>
<p>Develop Mathematics &amp; Science Text Books with JICA partnership</p>	<ul style="list-style-type: none"> <li>• The textbook development for Mathematics and Science subjects are progressing very well.</li> <li>• Content for the text books have be written and are now been validated with teachers from NCD and Central.</li> <li>• Grades 3&amp;4 Text books for Mathematics and Sciences were completed printed in Japan and delivered to PNG main ports, then to provinces ad end up in the 89 districts throughout PNG. Many already arrived while others are going there. Printing and</li> </ul>

	<p>distribution was funded by Japanese Grant Aid through the people and Government of Japan implemented by JICA PNG office.</p> <ul style="list-style-type: none"> <li>• Grades 5&amp;6 text books have been completed validated and are undergoing printings in Japan. Delivery will be same as Grades 3&amp;4 and to the districts funded by Japan's grant aid.</li> </ul>
Procurement Supply of text books & support resources through the NEC Submission	<ul style="list-style-type: none"> <li>• CDD has made a massive submission for around K600.0million with a list of text books and support resources based on text ration of 1:1, 1 text book to 1 student. Due to changes in Government and ministers this submission is still pending</li> <li>• There is a great need to revive this project with other PIP</li> </ul>
Policy document review in line with SBC	<p><b>Non-achievements</b></p> <ul style="list-style-type: none"> <li>• Reviewed Curriculum management Plan, Curriculum Writers' Handbook, National Assessment and Reporting Policy and Corporate, Production and Distribution Policy NOT Done</li> <li>• National Curriculum Framework was done by Task and renamed National Currently reviewed by Curriculum Officers as content specialists.</li> <li>• Priority in 2021</li> </ul>
Procure text books both locally and abroad to support SBC implementation	<p><b>Non-achievement</b></p> <p>Text books procurement will be done in 2016 and they will be distributed with SBC materials. (See NEC submission above)</p>
Print/publish curriculum materials developed for SBC	<p><b>Achievement 100%</b></p> <p>Printed final version SBC Junior Primary Syllabus and Teacher Guides:</p> <ul style="list-style-type: none"> <li>• 10,000 copies of 7 x Syllabuses and 21 x Teacher Guides.</li> <li>• Implementation in 2020 School year.</li> <li>• 3500 copies of each title of 24x Syllabuses and 32x teacher Guides for Secondary SBC grade 9-12 printed and delivered to CDD for distribution.</li> </ul>
Distribute curriculum materials to schools	<p><b>Achievement 100%</b></p> <ul style="list-style-type: none"> <li>• Delivery to all 4 regions across the county.</li> <li>• All final SBC materials were distributed to districts only.</li> <li>• Distribution 2020, 2021, 2022 was not done due to no funding.</li> <li>• Funds are ready and tender put out for 2023 distribution</li> <li>• This is an ongoing activity that needs contestant significant funding.</li> </ul>
SBC capacity building for curriculum officers	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>• Japanese Professor Isoda held two information meetings (two–three days) for curriculum officers developing Elementary and Primary Mathematics materials.</li> <li>• There is a real need for staff professional support in other areas such as English and Social Science.</li> <li>• Training for 1 officer to at DWU for 3 officer in 2022/2023</li> </ul>
<b>Commentary and way forward</b>	
<ul style="list-style-type: none"> <li>• Most targets were for developing High school SBC materials development and training for implement in for High and Secondary schools.</li> <li>• All SBC materials for High schools have been completed in 2023 while text books for will be developed through Private Public partnership.</li> <li>• Cluster training for Primary SBC will be completed by end 2022 by TED and CDD for High school SBC implementation.</li> </ul>	

- Printing of High school SBC materials is completed 100% and schools are resourced to implement SBC in 2018, (2019 will be the first year of Implementation).
- Distribution of Junior Primary SBC materials were completed 2019 and schools are already resourced and are implementing SBC in 2024.
- Printing of High school Skills based Teacher Guides are in mockup print and will be delivered to schools across the country in December, 2023 and continue in January 2024.
- Printing for CCVE Prep and Grades 1-3 as well as the framework has been completed and are in schools. Grades 4-6 is under mock prints and will be delivered to schools in December, 2023 and continue in January 2024.
- CCVE Grades 7-12 Syllabuses and Teacher Guides must be written and completed in June, 2024 for printing and delivery thereafter.
- Secondary (Grades 7-12) SBC materials have been printed and delivered to schools in 2022/23 and teachers are already using them in schools around the country.
- Training for SBC Grades 7-12 and CCVE Grades 7-12 must be conducted in early 2024 in preparation for implementation.
- Mathematics Text Books for Grades 2&2 is been written and will be printed and delivered to schools by June, 2024.
- Monitoring of all Curriculum implementation is a must for CDD. Inspections have been requested to assist the monitoring and CDD will partner with them to monitor SBC, CCVE, Text Books implementations.
- STEM/STEAM curriculum has been proposed and CDD is has accommodated its concepts in the Teacher Guides. CDD is development STEAM resources book containing **sample STEAM Projects**. This must be given adequate funding support to have it completed, printed and delivered.
- The Steam projects books will be printed and delivered to schools for use by June, 2024.
- Skills based subject development will complete all subject development for the secondary level, thus providing options for students that opt to take up the business and technology pathway at grade 11 & 12 level.
- Purchase of textbooks will be core activity for CDD and has been captured in the divisional budget for 2024.

Budget activity		Curriculum Development Project (235-2101-2107-CDP) (23027-IFMS)	
	Revised appropriation (K'000s)	Warrants authorised (K'000s)	Expenditure (K'000s)
Staffing costs	N/A	N/A	N/A
<b>Total costs</b> (including staffing)	2,000,000.00	2,000,000.00	1,000,000.00
Targets	Achievements and non-achievements		
Secondary schools SBC Development Project (GoPNG funded PIP 23027)	<ul style="list-style-type: none"> <li>• Secondary SBC Development</li> <li>• Junior High School (Grades 9 &amp; 10) SBC Syllabuses have been written under Humanities, Sciences and Business and Technology pathways or Learning Areas and printed and delivered to all schools throughout the country.</li> <li>• Senior High School (Grades 11 &amp; 12) SBC Syllabuses have been written under Humanities, Sciences and Business and Technology pathways or Learning Areas and delivered to all schools throughout the country.</li> <li>• These Syllabuses were edited by external editors in November, 2019 prior to printing and delivery to schools.</li> <li>• Funds had been budgeted for in both Project and recurrent under CDM and CDD will ensure all Teacher Guides completed by end</li> </ul>		

	<p>of December 2023</p> <ul style="list-style-type: none"> <li>• All Teacher Guides Humanities pathway with exception of Arts and Character &amp; Social Development have been completed delivered to all schools throughout the country.</li> <li>• All Teacher Guides Sciences pathway with exception of Agriculture have been completed and delivered to all schools throughout the country.</li> <li>• All Teacher Guides Business and Technology pathway have been completed and under printing in December 2023.</li> <li>• External editors were engaged to edit all Business and Technology TG.</li> <li>• Needs based subjects to be finalized and ready for printing in 2023</li> </ul>
<b>Commentary and way forward</b>	
<ol style="list-style-type: none"> <li>1. Secondary (Grades 7-12) SBC materials completed and delivered to all schools throughout the country.</li> <li>2. Secondary (Grades 7-12) SBC materials delivered to all schools throughout the country.</li> <li>3. Training for SBC Grades 7-12 have been completed in 2023, the last in March 2023 being SHP.</li> <li>4. Training for CCVE Grades 1-6 must be conducted in early 2024 in preparation for implementation.</li> <li>5. Monitoring of all Curriculum implementation is a must for CDD. Inspections have been requested to assist the monitoring and CDD will partner with them to monitor SBC, CCVE, Text Books implementations.</li> <li>6. STEM/STEAM curriculum has been proposed and CDD is has accommodated its concepts in the Teacher Guides. CDD is development STEAM resources book containing <b>sample STEAM Projects</b>. This must be given adequate funding support to have it completed, printed and delivered by June, 2024.</li> <li>7. ICCT framework and syllabus development as a need based subject to address early acquisition of computing skills at prep and early sector. This must be completed by June, 2024, printed and delivered to schools</li> </ol>	

**MEASUREMENT SERVICES**

**FUNCTIONAL STATEMENTS BY SUB ACTIVITIES**

The following are the activities provided by the Division;

**1. EXAMINATIONS**

- Oversee and facilitate the development and production of internal assessment tools and subject moderation to support Education Reform in all subjects and grades of the formal education system.
- Administer the facilitation of standardized assessment tests for the diagnosis of teaching and learning strengths and weaknesses.
- Organize and coordinate the work of the assessment officers in developing and trialing a standardized testing system and a series of item banks for use in normative assessment.
- Develop, produce and provide guidance in the use of standardized test material for use in schools and as well as provide in-service training and advice on assessment and examinations relevant to schools.
- Development of Examinations to Camera Ready Copy.
- Produce, administer analyze results and report on Curriculum Standards Monitoring Tests back to relevant stakeholders.
- Responsible for the development of at least one of the nationally examined subjects and be knowledgeable in that subject.

**2. STANDARDS & MONITORING**

- Oversee the duties of the Standards Monitoring Officers and assist where necessary.
- Liaising with provinces and various bodies relating to large scale assessment matters.



- Plan for and administer standards monitoring tests at various grade levels.
- Carry out other tasks as assigned and consistent with the overall duties and responsibilities.

**3. CERTIFICATIONS & DATA MANAGEMENT**

- Liaise with provinces and various relevant bodies on matters relating to Certification.
- Facilitate the overall administration of Grade 8, 10, 12, FODE, GES, TED and TVET Certificates.
- Develop, produce and provide guidance in the use of standardized test material for use in schools and as well as provide in-service training and advice on assessment and examinations relevant to schools.
- Ensure the capture of nomination data for the printing of Certificates in a timely manner.
- Liaise with Inspectors and Curriculum Officers on matters relating to Certification and assist in the area of Assessments and Examinations as and when needed.
- Provide subject expertise in at least one of the subjects currently examined nationally.
- Keep master record of all Certificates used, cancelled and unused and carry out any other relevant tasks.

Budget activity		Measurement Services		10415 (235-2101–2105)	
		Revised appropriation (K'000s)	Warrants authorized (K'000s)	Expenditure (K'000s)	
Staffing costs					
<b>Total costs</b> (including staffing)		22,312	22,277	22,277	
Targets	Achievements and non-achievements				
2023 Grade 8, Grade 10 & Grade 12, Calendars, Student Information Booklets (SIBs) and National Examinations Printing	Timely and security controls included National Exams & Certification: <ul style="list-style-type: none"> <li>• 3,000 MSD Calendars, 10,000 Grade 8 Student Information Booklets (SIBs), 8,000 Grade 10 SIBs and 5000 Grade 12 SIBs distributed to all schools through the Provincial Examination Officers' network.</li> <li>• Grade 8 x 4 papers x 130,000 students &amp; 140,000 Certificates.</li> <li>• Grade 10 x 12 papers x 76,940 students &amp; 85,000 Certificates.</li> <li>• Grade 12 x 18 papers x 32,500 students &amp; 40,000 Certificates.</li> <li>• Security tapes for the Exams Packages for 10 and 12.</li> <li>• Exams monitoring in Highlands, together with the provincial teams.</li> <li>• All certificates with enhanced security features effected.</li> <li>• All DoE certificates centralize &amp; enhanced security features effected.</li> </ul>				
Exam Development workshops and running trial tests – 2023 and Assessment Framework & Policy	<ul style="list-style-type: none"> <li>• Item writing &amp; Provincial Examination Supervisors' workshops for Grades 8, 10, 12 and Grade 12 STEM conducted.</li> <li>• G10 WEX coordinators workshop conducted.</li> <li>• Trial testing of grade 8 &amp; 10 done in 4 Regions; CSMT items developed.</li> <li>• Assessment Framework and Assessment Policy work progressed with.</li> </ul>				
Mal-practices free Exams and Certifications	<ul style="list-style-type: none"> <li>• National Examinations have been mal-practices free for Grades 12 &amp; 8 while a rogue group that broke few Grade 10 Exams at Syntax SS have been caught/contained and Certificates have been sustained with the additional security features. Public confidence has been observed to be good and the schools are supportive of the measures implemented so far.</li> </ul>				

<p>Marking of grade 12 Written Expression and Objective Exams in Port Moresby.</p>	<ul style="list-style-type: none"> <li>• Collected student performance data for WEX involving 220 markers.</li> <li>• Collected student performance data from 16 nationally examinable subjects (Gr12) involving 570 teachers, Lecturers and MSD facilitating.</li> <li>• 324 Grade 12 STEM Exam scripts for 6 subjects marked &amp; recorded.</li> </ul>
<p>Dispatch of Examination Papers, Results &amp; Certificates.</p>	<ul style="list-style-type: none"> <li>• Examinations reached schools nationwide on time and all went well.</li> <li>• Results for Grade 10 &amp; 12 for Selection Meetings being prepared on time.</li> <li>• Secure release of results online for Grades 10, 12 and Grade 12 STEM are being implemented, for the benefit of parents and students.</li> <li>• All Gr 8, 10 &amp; 12 certificates printed and dispatched to respective PES's before the New Year, while FODE and other Division certificates printed after the New year or as and when needed basis.</li> </ul>
<p><b>Commentary and way forward</b></p>	
<ul style="list-style-type: none"> <li>• MSD has continued to be more innovative in its approach to facilitate fair examinations. Online verifications of results need to be enforced to assist relevant line divisions and inter-agencies for their convenience.</li> <li>• Grade 12 Exams have been conducted within a week and to have greater control over its administration. Number of examinable subjects may need to be reduced aligned to tertiary subject requirements.</li> <li>• Grade 12 STEM Examinations have progressed to the 2<sup>nd</sup> batch this year. If DHERST accepts STEM marks for selections, then we may have only one exam for STEM students, instead of two, as it is now.</li> <li>• It will be even better to have STEM introduced at Grade 9, 10 levels for good foundations laid for the progression of STEM (Science, Technology, Engineering and Mathematics) in Papua New Guinea.</li> <li>• Large scale assessments (CSMT/NESMA &amp; PILNA) have been supported and getting re-energized. For CSMT/NESMA, efficient alternative methods are being thought about, to reduce time and resource consumption.</li> <li>• The Division assists other Divisions, development partner agencies and institutions with verification of results.</li> <li>• Subject and skills expertise of MSD staff need to be thought about with focused in-house or external training sessions to build capacity to discharge the mandated objectives in an efficient manner.</li> <li>• Exploring the possibilities of using upgraded results processing software from the old programs.</li> <li>• Online student data collection system and online practice examinations are being looked at as future viable options to promote efficiency and better service delivery to schools and students.</li> </ul>	

## E-LEARNING FUNCTIONAL STATEMENTS

### FUNCTIONAL STATEMENTS

The following are the activities provided by the Division;

#### 5. MULTIMEDIA PRODUCTIONS

- Support teaching and learning through the use of media and technology
- Develop and produce e-Learning programs for Early Childhood, Primary, Secondary, FODE and VET

# E-LEARNING

## FUNCTIONAL STATEMENTS

- Procure and install in schools' infrastructure to support teaching and learning through use of technology
- Senior Producers for TV, Radio, and Multimedia with the production team to develop annual production activity plans.
- Provide professional and specialized training for e-learning officers in their field of expert
- Conduct training analysis for all subordinate staff based on the Staff Performance Appraisals.
- Initiate, coordinate and manage the planning, implementation and monitoring of cross-cutting issues related activities in the division/branches.

### 6. E – CURRICULUM

#### E-Curriculum Functional statement by sub activities

- Plan, design, analyze, develop and implement the e-Curriculum resources and deliver programs according to the National Curriculum Standards Framework and Standards based Curriculum.
- Design, scope and map out relevant prescribed lesson program contents, teaching and learning strategies and assessment tasks for eLearning educational programs.
- Innovate, manage and deliver relevant educational programs through ICT and various digital and multimedia platforms. (Computer, internet, social media, TV, radio, DVD, CDs etc.)
- Plan and develop lesson scope and sequence overviews, lesson instructional guide for teaching, students' activity books and sheets, resources books.
- Consult and collaborate with other branches, divisions, schools and stakeholders to develop, validate and produce educational programs for early childhood, preschool, primary, secondary, FODE and vocational education.
- Monitor, coordinate and evaluate the production, delivery and utilization of eLearning programs and resources internally and externally.

Budget activity		National Education Media Centre		10416 (235-2101-2106)
		Revised appropriation (K'000s)	Warrants authorized (K'000s)	Expenditure (K'000s)
Staffing costs				
Total costs (including staffing)		3, 474.7	3,433.0	2, 279.9
Targets	Achievements and non-achievements			
Content Development and Production of Early Childhood TV Programs for Math, Science and Phonics.	<b>Achievements</b> <ol style="list-style-type: none"> <li>1. Completion of all resource books <ul style="list-style-type: none"> <li>• Grade 1 TV Resource Books (Math, Science &amp; Phonics)</li> <li>• Grade 2 TV Resource Books (Math, Science &amp; Phonics)</li> <li>• Grade 9 English - FODE TV resource Books.</li> </ul> </li> <li>2. Completion of 100 Pre-School Storyboards and power-points for: (Math, Science, and English (Phonics) programs).</li> <li>3. Development of Grade 2 TV Resource Books (Math, Science, English programs).</li> <li>4. Story Boards and Power-points for all the lessons are in place.</li> </ol>			
	<b>Non-achievement</b> <ul style="list-style-type: none"> <li>• Validation Workshop for pre-school and Grade 1 programs didn't eventuate due to inconsistency in planning of the workshop.</li> </ul>			
Development of ELD Content TV resource Books for Grade 2 Teachers/Students.	<b>Achievements</b> <ul style="list-style-type: none"> <li>• Grade 2 TV resource Books for Teachers and students completed.</li> </ul> <b>Non-achievement</b> <ul style="list-style-type: none"> <li>• No Production as TV Resource Books are yet to be validated by CDD Curriculum Panel</li> </ul>			

<p><b>Production</b></p> <ul style="list-style-type: none"> <li>- 2023 Dedication Service</li> <li>- Educational Events</li> <li>- FODE</li> <li>- Education News</li> </ul>	<p><b>Achievements</b></p> <p>Production of TV Pre-School Programs</p> <ul style="list-style-type: none"> <li>• 100 Science TV Programs</li> <li>• 100 Math TV Programs</li> <li>• 100 Phonics TV Programs</li> <li>• Successfully organized the 2023 Dedication Service</li> <li>• Successfully covered SEOC 2023 in Enga with use of Zoom and Live Streaming.</li> <li>• Produced 36/40 Education News Program for 2023</li> </ul> <p><b>Non-achievement</b></p> <ul style="list-style-type: none"> <li>• All Productions on hold due to the server under maintenance.</li> </ul>
<p>Productions of ECE, Primary, Secondary, FODE and Inclusive Education.</p> <p>Conversion of TV and Radio programs from analogue to digital format.</p>	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>• All radio and TV programs digitized.</li> <li>• All English Programs digitized (Grade 1-6)</li> </ul> <p><b>Non-achievement</b></p> <ul style="list-style-type: none"> <li>• Transcribing at a very slow progress.</li> <li>• Still outstanding to date. ICTD does not have the capacity to upload all programs (Audio and Video) on the DoE Website. This may cause the division to outsource for uploading.</li> </ul>
<p><b>E-Learning Infrastructure.</b> (Procurement, Installation and Training of Education Power Devices)</p>	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>• Installed 7/8 Schools in Usino Bundi Remote Schools.</li> </ul> <p><b>Non-achievement</b></p> <ul style="list-style-type: none"> <li>• Schools nominated by the province are not operational</li> </ul>
<p><b>Commentary and way forward</b></p>	
<p><b>Lessons:</b></p> <ul style="list-style-type: none"> <li>• SBC Content for Early Childhood Education is yet to be finalized.</li> <li>• The NEMC Server crashed – A new Server has been procured for Back-Up</li> <li>• Installation of Education Power Devices in remote schools in the country is very expensive – Work with the MPs to fast track on the distribution of the equipment.</li> <li>• Accessibility to schools was difficult (Fly in Schools) Officers risk their lives. Geographical location of each school is categorized by accessibility.</li> <li>• Schools not operating in provinces must be reported to the District, Provincial and the National Level.</li> </ul>	

## INSPECTIONS

### FUNCTIONAL STATEMENTS

The following are the activities provided by the Division;

1. **SCHOOL INSPECTION (MOMASE REGION, WESTERN END – HIGHLANDS REGION, EASTEN END - HIGHLANDS REGION, NGI REGION & SOUTHERN REGION)**
  - Review, develop and implement quality inspections in the four regions that are applicable to all schools.
  - Ensure that the work of all Schools Inspectors strategically targets the achievement of the outcomes specified in the National Education Plan
  - Provide educational leadership and training for Schools Inspectors and school heads ensuring that schools’, teachers’ and students’ performance are high, constantly improving, and addressing student and community needs.
  - Ensure that curriculum goals (both National and Provincial) are met through the development and implementation of inspections policies that are appropriate to assess and report on the effectiveness of learning and teaching programs in schools across the region. Supervise and produce summary report on the performance of a group of schools, consistent with the elements of the development

and the accountability framework for public schools in the region as required by the Secretary of Education.

- Develop and implement policies and practices that lead to effective and efficient investigations into school, staff and Board of Governors/ Board of Management performance and the compilation of reports as required by the Secretary of Education to fulfil his statutory obligations.
- Develop structures and processes that effectively and efficiently permit the collection of and reporting on essential data required by the Secretary for the effective and efficient management of the system.
- Develop and maintain effective relationship with Schools Inspectors, site leaders, school communities Provincial authorities and other education stakeholders.
- Design and implement an appraisal system to report on the performance of Schools Inspectors who report to this position.
- Manage effectively the operational resources provided to the region to ensure effective service delivery.
- Account for the operational funds received from Divisional administration and ensure that there are processes developed to effectively monitor and report on the fiscal probity of schools within the inspections region
- Support the development and implementation of government policies and initiatives including the promotion of public education within the broad community.
- Develop processes and effective practice that permits the coordination of Schools Inspectors involved in collaborative research activities that lead to improved educational practice and outcomes for schools and the region.
- Ensure that a personal professional development plan addresses both issues raised in performance appraisal and personal career aspirations.
- Participate as an active member of the divisional management team to achieve the outcomes required under the NEP.
- Participate in the formulation of the divisional budget ensuring that regional accounting processes model a standard of fiscal probity for all Schools Inspectors and schools in the region.

## 2. VET INSPECTION

Provide visionary leadership and strategic direction in development and implementation of Inspection and Quality Assurance policies through divisional program activities, and contribute in maintaining a quality Vocational education system through the achievement of divisional functional responsibilities.

- Drive the development of strategies to implement and assess the achievement of divisional priorities by providing strategic leadership and promote continuous improvement.
- Achieve divisional priorities by mobilizing and managing resources, promoting and encouraging team work through modeling good practice.
- Develop and monitor the implementation of the annual divisional strategic and operational plan and report on achievement of performance targets.
- Hold regular divisional meetings to develop and implement strategies to address problems affecting efficient implementation of divisional activities, and communicating relevant information from the management team.
- Ensure Technical, Vocational and Business colleges meet or exceed performance standards through the division providing excellent administrative support; improve TVET curriculum programs to meet changing needs, and regularly conducting and improving teachers' performance assessment
- Ensure relevant policies covering divisional responsibilities are developed to assist the division in achieving its functional responsibilities.
- Responsible for divisional budget by taking responsibility for budget preparation, monitoring and reporting on the expenditure of divisional funds.
- Mentor, coach and encourage branch heads and staff to achieve excellence in their work area.

## INSPECTIONS

- Discipline officers by taking personal responsibility in initiating and charging officers who may have committed a disciplinary offence.
- Provide regular constructive feedback on work performance, both formally and informally, to staff based on agreed tasks and performance indicators identified with the staff.

Budget activity	Inspections		
	10413 (235-2101-2103)		
	Revised appropriation (K'000s)	Warrants authorized (K'000s)	Expenditure (K'000s)
Staffing costs – (247)	12,526.4 7,324.5	12,526.4 7,324.5	10,765.6 6997.2
<b>Total costs (including staffing)</b>	<b>19,850.9</b>	<b>19,850.9</b>	<b>17,762.8</b>
Targets	Achievements and non-achievements		
1. School Advisory & Inspections Visits; National Ratings Conference	<p><b>Achievement</b>  <u>Pre-School:</u> 75% (6303/8404) Schools visited and wrote reports.  <u>Primary:</u> 80% (3099/3874) Schools visited and reports written.  <u>Secondary:</u> 80% (264/330) Schools visited with reports written.            SoE: 100% (6/6) Schools visited with reports written.            FODE: 18% (4/22) Centres visited with reports written.            Inclusive: 100% (10/10) visits carried out.            VET: 65% (100/153) VET Centres visited and reports written.  <u>Total:</u> 76.5% (9786/12799) Institutions in total were visited in 2023.</p> <p><b>Non Achievement</b>            Increased school visit funding will enable more schools to be visited particularly in the remote locations.</p>		
2. National Quality School Standards Framework/National School Minimum Standards/ NASSA Application.	<p><b>Achievements:</b></p> <p><b>Non Achievement:</b> NASSA Application is non- operational .and controlled by the Developer outside of DoE... ICT needs to come up with an alternative application. Current costs not sustainable.</p>		
3. 2023 Inspectors Induction Training	<p><b>Achievements:</b></p> <ul style="list-style-type: none"> <li>• 100% Inspectors' Induction training successfully held in all the regions.</li> </ul>		
4. School Learning Improvement Plan	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>• 75% SLIP institutionalized in schools.</li> </ul> <p><b>Non Achievement</b></p> <ul style="list-style-type: none"> <li>• External SLIP Review needs strengthening through training.</li> </ul>		
5. Monitoring & Evaluation: Monitor and evaluate the work of Inspectors and impacts at the school level	<p><b>Achievements:</b></p> <ul style="list-style-type: none"> <li>• Western Highlands End- 100% visit carried out (all provinces accessible by road).</li> <li>• Eastern Highlands End – 100% visit carried out (all provinces accessible by road).</li> <li>• Southern -5/6 provinces visited provinces visited (90%)</li> <li>• NGI – 4/5 (90%)</li> <li>• FODE – 4/22 provinces visited (due to late appointment of officer)-18%</li> <li>• Inclusive – 100% visit carried out</li> </ul>		

	<ul style="list-style-type: none"> <li>• VET – 5/22 provinces visited – 23%</li> </ul> <p><b>Non Achievement:</b> Late release of funds affects provincial visits by the Assistant Secretaries - Inspections</p>
<b>Commentary and way forward</b>	
<p><b>Lessons:</b> Early release of School Visit funds by March will enable more schools/teachers to be visited by Inspectors. Acquittal issue has improved by 95% better than previous years. Ongoing Inspectors' Training is vital as a way forward.</p>	

## VOCATIONAL EDUCATION

### DIVISION FUNCTIONAL STATEMENTS

#### **1. SME Coordination**

- Manage and assist to promote all regional SME activities throughout the country
- Provide report for Vocational Education and Training on matters relating to SME coordination
- Assist the FAS to develop the annual work plan and budget requirements for the SME Branch
- Provincial strategic guidance in coordinating SME trainings and workshops in the regions for quality assurance and improvement in services
- Assist in coordinating meetings for public and private organizations, NGOs and wider population on SME Awareness
- Assist in conducting advisory visits to VET schools or centres for advice and guidance on SME matters
- Assist to organize SME Expo and participate at other program and activities to promote Quality SME Courses
- Assist to facilitate and participate in implementing training programs for coordinators in the regions when need arises
- Identify and train vocational teachers as Trainer of Trainers (TOT) for the facilitation and training of SMEs
- Identify skills and knowledge gap of established and new SME proponents and provide relevant and appropriate skills and knowledge training
- Facilitate resources for training delivery and support SMEs with incentives in close collaboration with other government, NGO's, Financial institutions and stakeholders
- Facilitate the certification and awards systems after completion of training to participants
- Solicit funding/ Budget from DoE and GoPNG for the implementation of SME programs
- Monitor review and evaluate the development and implementation of SME empowerment Course programs and training packages to meet the needs of the schools throughout the country

#### **2. VET Provincial Operations**

- Direct the formulation of Vocational Education and Training strategies, policies, and plans to meet organization needs
- Advice and guide the First Assistant Secretary - Vocational Education and Training (VET) school operations on development and implementation of national policies relating to professional operational matters
- Ensure to implement the National VET policies and strategic management plans in all VET system schools throughout PNG
- Appraise and improve individual and team performance within the division
- Representing the organization relating to VET schools within the education system or other government agencies and NGOs

- Oversee the Vocational Education and Training programs or activities throughout the region
- Monitor progressive reports and ratings of professional teachers’ / instructors performance in all VET schools
- Support the delivery of the VET Curricula by improving infrastructure and facilities in VET institutions by soliciting funding support from DoE and GoPNG and other sources
- Identify and establish new VET schools in district which do not have Vocational Centres
- Facilitate and support THS and Technical Secondary Schools deliver dual curricula programs effectively
- Administer and Plan the financial budget of the division and attend review budget projections quarterly
- Monitor, review and evaluate the development and implementation of SME empowerment Course programs and training packages to meet the needs of the schools throughout the country
- Facilitate short/long term professional development opportunities for teachers and VET public servants at HQ
- Ensure Vocational programs are accredited with local, regional and international training organizations that will ensure recognition of VET training in the country

Listed below are 2023 VET Division KRA’s:

<b>Budget activity</b>				<b>TVET COORDINATION SERVICES</b>		<b>10430 (235–2102–1101)</b>	
		<b>Revised appropriation (K’000s)</b>	<b>Warrants authorized (K’000s)</b>	<b>Expenditure (K’000s)</b>			
Staffing costs		970.0	970.0	970.0			
Total costs (including staffing)		1, 240.0	1, 240.0	1, 240.0			
<b>Targets</b>		<b>Achievements and non-achievements</b>					
Maintain Division’s head-office staff ceiling of 20 staff		<b>Achievements</b> Overall Division Staff Ceiling: 20 Staff on Strength: 20 Funded Vacancies: NIL					
<b>VET DIVISION KEY RESULT AREAS (KRA’S 2023)</b>							
<b>KRA NO: 1 VET SCHOOLS EXPANSION WITH DISTRICT/ PROVINCES</b>		<ul style="list-style-type: none"> <li>▪ 10 x Districts contacted and interests registered for new VC’s 2024</li> <li>▪ 13x districts without VC’s identified for new consultations ongoing</li> <li>▪ 1 x new VC registered in EHP</li> <li>▪ 1 x SDA Church VC under construction in EHP, (Avani Adventist VC)</li> <li>▪ 1 x Wau Vocational Centre reconstruction/re-opening supported and PFD done to district- rehab on-going</li> <li>▪ 50x VC’s in country audited for capacity building for KABF project</li> <li>▪ 3 x HS’s change status to THS-EHP, leading province in THS policy implementation</li> <li>▪ 16 THS and 16 TSS consulted to offer VET NC programs in 2024</li> <li>▪ 22 x provinces consulted for establishment of PTVET Committees- sub- committee to PEB</li> <li>▪ 1 x Grace Memorial TSS rehabilitation facilitated closely with Wau-Waria DDA – project approved and rehab on-going</li> </ul>					
<b>KRA#2 DEVELOP &amp; REVIEW TVET POLICES</b>		<ul style="list-style-type: none"> <li>▪ 1 x TVET Policy finalized, ready for launching. Strategic plan to be complete.</li> </ul>					



	<ul style="list-style-type: none"> <li>▪ 1 x SME Empowerment policy complete and under review</li> <li>▪ 1x Technical High School policy under review</li> <li>▪ 1 x TVET Curriculum policy for launching</li> <li>▪ 1 x TVET FOL Policy complete – ready for launching</li> <li>▪ 1 x SC Direction 02/2019 under review</li> <li>▪ 1 x SC completed for Compulsory Agriculture and Fisheries in TVET Institutions (final draft) <ul style="list-style-type: none"> <li>▪ 1 x SC completed for issuance of conventional /NC certificates by provinces and DoE completed (final draft) <ul style="list-style-type: none"> <li>▪ 1 x MOU with CIS finalized to VET courses in CIS institutions</li> <li>▪ 1 x tri-partite MOU implementation on-going 2023-2025 (NFA, SMEC &amp;DOE)</li> </ul> </li> <li>▪ 1 x MOU with Wau - Waria District pending signing</li> </ul> </li> </ul>
<p style="text-align: center;"><b>KRA NO:3 VET IMPACT PROJECTS</b></p>	<ul style="list-style-type: none"> <li>▪ Both Impact project withdrawn in 2023 budget appropriation</li> <li>▪ The <b>TVET Expansion</b> project &amp; <b>TVET Inspector Housing</b> Project <ul style="list-style-type: none"> <li>▪ 1 x TVET Inspectors House complete – Kavieng, New Ireland Province</li> <li>▪ 1 x New TVET Inspectors house to complete (75%) Wewak, East Sepik Province</li> <li>▪ 3 x VET Inspectors Outboard Motors delivered to Gulf, MBP and Western Province</li> <li>▪ 2 x college projects managed and handed over to DHERST through report and Secretary’s Letter – Max David Agro tech Coll/Jiwaka Tech Coll. (K1,180,000.00)</li> <li>▪ 1 x Simbu Polytechnic ongoing –contractor yet to commence construction, tender approved and awarded. K27m TVET Trust Account</li> <li>▪ 5 x PFD’s submitted to Doe for submission to DNPM for projects ( SME Empowerment, TVET Inspectors Housing/boats, 4xVET regional coordinators housing, 10 x VC’s tools and equipment support and VET Expansion)</li> <li>▪ <b>Challenge: District VET Intervention Program IFMS-PIP NO: 23663 – removed under 2024 budget</b></li> </ul> </li> </ul>
<p style="text-align: center;"><b>KRA NO: 4 FODE &amp; INNOVATION</b></p>	<ul style="list-style-type: none"> <li>▪ 157 x Vocational Centre’s in PNG consulted to support and implement (draft divisional circular ready to support SC</li> <li>▪ 15 x Provincial TVET Coordinators consulted to support and embrace FODE in VET Centre’s</li> <li>▪ 20 x VC registered as FODE implementing Centre’s consulted and encouraged. <ul style="list-style-type: none"> <li>▪ 2 x Regional TVET Coordinators have embarked on awareness in 4 x regions under their responsibilities <ul style="list-style-type: none"> <li>▪ 1 compulsory Agriculture and Fisheries to VET Institutions – NEB paper, Secretary’s Circular done,</li> <li>▪ International Volunteer and Contract teacher recruitment – 1 x MOU/Contract signed with Philippines HR Recruitment company, Humanlink – JOCV and others consulted,</li> <li>▪ 1 x consultations on-going with TESDA, Philippines for course and institutional Accreditation</li> <li>▪ 1 consultations on-going with APACC in Philippines for course and institutional accreditation</li> <li>▪ 1 x letter to COO of Ela Motors consulted via Secretary’s letter to discuss MOU prospect for Student OJT and Teacher up-skilling. – consultations on-going</li> <li>▪ 1 x Coral Sea Hotel consultations for MOU for student OJT and teacher up-skilling</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ 1x MOU implementation of KAB Fisheries for 50 VC</li> <li>▪ 1 x Meeting with ADB consultant on the 1/12/23 on VET support prospect <ul style="list-style-type: none"> <li>▪ 1 x meeting with Australian High Commission on Manus Training Centre project support by AHC</li> <li>▪ 10x VC's consulted to take on trade-testing (EU up-graded VC's)</li> </ul> </li> </ul>
<b>KRA NO:5 GOOD GOVERNANCE, AWARENESS &amp; VET VISIBILITY</b>	<ul style="list-style-type: none"> <li>▪ 1 x VC referred for Investigation on misuse of GTFS funds</li> <li>▪ 1 x VC account on hold to by bank for funds abuse (letter from division)</li> <li>▪ 157 x VC Managers consulted on Good Governance – Letters delivered <ul style="list-style-type: none"> <li>▪ 1 x Provincial TVET Coordinators workshop conducted for policy awareness and VET Interventions, (K200,000)</li> <li>▪ 1 x NEB on TVET policies presented on the need for TVET HQ staff to be present in provinces for TVET awareness and visibility and grounding of policies – endorsed and supported, will require additional funds in 2024</li> <li>▪ 1 x District education planning Forum attended and awareness on VET done – Wau –Waria, MP</li> <li>▪ 1 x Daulo district Education forum attended for VET awareness, EHP</li> </ul> </li> </ul>
<b>KRA NO: 6 SME EMPOWERMENT COURSE DELIVERY</b>	<ul style="list-style-type: none"> <li>▪ 50 x Vocational Centre's audited for capacity building for KABF delivery, (K200,000)</li> <li>▪ Short course development on-going</li> <li>▪ Printing of course material with GPO in partnership with NFA and SMEC <ul style="list-style-type: none"> <li>▪ 3 x staff , Members to TWC and PSC on KABF</li> <li>▪ SME Empowerment awareness to 50/157 Vocational Centre's</li> <li>▪ <b>Challenge – No funding for branch this year.</b></li> <li>▪ 1 x ICT division supported to attend ICT training /meeting – Philippines (CPSC /Division)</li> </ul> </li> </ul>
<b>KRA NO:7 PROFESSIONAL DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>▪ 157 VC's Data collection completed : Male teachers : 1016, Female: 648 = <b>1664</b>   Male students: 22,793, Female: 10,393 = <b>31,296</b></li> <li>▪ 17 x TSS /VC teachers trained by TAFE IEA Ela Beach and PNGEI – Budget K 138,000, (paid) K59,000 yet to be paid to TAFE IEA. <ul style="list-style-type: none"> <li>▪ 4 x teacher attended on-line training , division facilitated</li> <li>▪ 2 x divisional staff attended international training – Singapore/ Malaysia (CPSC /Div share cost) <ul style="list-style-type: none"> <li>▪ 1 x curriculum officer sent by Division to attending international curriculum forum- Philippines (CPSc/Div)</li> </ul> </li> </ul> </li> </ul>
<b>KRA NO:8 ESTABLISH NEW AND MAINTAIN PARTNERSHIPS (PPP)</b>	<ul style="list-style-type: none"> <li>▪ 1 x tri-partite Partnership maintained and implemented via MOU – NFA/SMEC/DoE on KABF (existing)</li> <li>▪ 22 x provinces in close consultation on TVET matters and awareness (existing) <ul style="list-style-type: none"> <li>▪ HumanLink HR Recruitment company( Philippines) Contract signed between Secretary &amp; company – October 2023 (New partnership) <ul style="list-style-type: none"> <li>▪ 1 x Letter /MOU with Ela pending (new partnership)</li> <li>▪ 1 x CIS partnership MoU pending (new)</li> </ul> </li> </ul> </li> </ul>
<b>Commentary and way forward</b>	
<ul style="list-style-type: none"> <li>▪ 80% of KRA Outcomes achieved for Division</li> <li>▪ Budget appropriation for new branch, SME coordination is a need for 2024., alternatively increase</li> </ul>	

2 x activity funding's) <ul style="list-style-type: none"> <li>▪ PIP projects – there is need for approval and funding appropriation -2024. There is lot to be done in the TVET sector.</li> <li>▪ The need to establish VC for 13 districts without VC's remains a challenge, however province and districts will take lead and we have ongoing consultations.</li> <li>▪ The TVET curriculum in THS/TSS is an impact intervention and is policy driven – the division needs additional funds to build capacities to achieve the intended outcomes.</li> <li>▪ SME Empowerment policy driven by the Division must be supported, it will provide training, provide incentives, start-ups and resource SME's, new and existing.</li> </ul>			
Budget activity	District VET Intervention Program		IFMS-PIP NO: 23663
	Revised appropriation (K'000s)	Warrants authorized (K'000s)	Expenditure (K'000s)
Staffing costs	633.0	633.0	633.0
<b>Total costs (including staffing)</b>	933.0	933.0	933.0
Commentary and way forward			
<ul style="list-style-type: none"> <li>▪ District VET Intervention Program IFMS-PIP NO: 23663 were removed in the 2023 financial year. There is need to be approved as a project for 2024 for continuation - PFD was submitted to DNPM.</li> <li>▪ Housing and Boat project for 22 x TVET Inspectors also to be budgeted under 2024 appropriations</li> </ul>			
Budget activity	Coordination of Vocational Education		10427 (235-2101-6101)
	Revised appropriation (K'000s)	Warrants authorized (K'000s)	Expenditure (K'000s)
Staffing costs			
<b>Total costs (including staffing)</b>			
Targets	Achievements and non-achievements		
Maintain a Division's head-office staff ceiling of 13 staff	Overall Division Staff Ceiling: 13 Staff on Strength: 9 Funded Vacancies: 4		
KPI 2: VET POLICY & PLAN REVIEWS			
<b>KRA#2 : VET Policy Review:</b>	<ul style="list-style-type: none"> <li>▪ 1 x TVET Policy finalized, ready for launching. Strategic plan to be complete.</li> <li>▪ 1 x SME Empowerment policy complete and under review</li> <li>▪ 1x Technical High School policy under review</li> <li>▪ 1 x TVET Curriculum policy for launching</li> <li>▪ 1 x TVET FOL Policy complete – ready for launching</li> </ul> 1. Policies finalized for launching in Q4-/2023 (95% achievement)		
<b>KRA#8: Partnership (PPP)</b>	<ul style="list-style-type: none"> <li>• 1x DoE-CIS Partnership MoU: Submitted MoU to Attorney General for legal clearance. (95% completed)</li> <li>• 1 x Letter /MOU with Ela pending (new partnership) 10% starting</li> <li>• 1 x NFA MOU on foot and implemented (existing) - 100% MOU ends 2023</li> <li>• APACC, Coral Sea hotel group consulted - talks on-going (new) 30% achieved</li> <li>• 1 x Wau-Waria MOU pending signing (new)</li> <li>• TESDA Philippines (TVET regulatory Authority) MOU pending signing (New partnership)</li> </ul>		

KPI 3: CAPACITY BUILDING																
KRA#7 VET Teacher Professional Development;	<ul style="list-style-type: none"> <li>• 15 x TVET teachers trained for Diploma in Do VET program, PNGEI, Graduated.</li> <li>• 4 x senior TVET teachers trained at PNGEI for the Bachelor in School Leadership &amp; Management (BaSLM) Qualification Upgrading Program.</li> <li>• 19 x TVET teachers enrolled for Certificate II in Training &amp; Assessment (C2TA) at IEA TAFE College:</li> <li>• 145 x Vocational Centre Teachers graduate in 2023 after final job-site assessment.</li> <li>• 4 x TVET Teachers trained by CPSC Manila for various programs.</li> </ul>															
	<b>Number of VET Students</b>															
	<table border="1"> <thead> <tr> <th></th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td><b>Male</b></td> <td>16 496</td> </tr> <tr> <td><b>Female</b></td> <td>8 593</td> </tr> <tr> <td><b>Total</b></td> <td><b>25 089</b></td> </tr> </tbody> </table>		Number of Students	<b>Male</b>	16 496	<b>Female</b>	8 593	<b>Total</b>	<b>25 089</b>							
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	Male Teachers	Female Teachers	Total													
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<b>Position Occupied</b>	843	563	1 406													
(Source: MPR, August 2022)																
Commentary and way forward																
<p>The VET Division is mandated to perform the following apart from the KRA's;</p> <ul style="list-style-type: none"> <li>• Develop policies, plans strategies and interventions,</li> <li>• Professional development for teachers including student OJT's and VET staff development,</li> <li>• Design, develop and implement the TVET Curriculum and</li> <li>• Administer and Provide quality Assurance to <b>1406 teachers, 180 VET institutions</b> (ex Tech/Bus Colleges) and <b>25, 089 students</b></li> <li>• Manage PIP projects for VET development in PNG</li> </ul> <p>However, there always hindrances to due to inadequacy of financial and other resources to achieve outcomes. Seriously enough, TVET training is very expensive and should NEVER be compared to General Education.</p> <p>There is need for an <b>URGENT UNIT COST STUDY</b> to be carried out by <b>DoE or the NRI</b> to justify this claim</p>																

## NATIONAL CAPITAL DISTRICT EDUCATION SERVICES

### FUNCTIONAL STATEMENTS BY ACTIVITIES

The following are the services provided by the Division.

#### 1. SCHOOLS COORDINATION & APPOINTMENTS

# NATIONAL CAPITAL DISTRICT EDUCATION SERVICES

## FUNCTIONAL STATEMENTS BY ACTIVITIES

- Drive the development of strategies to implement and assessment the achievement of priorities by providing strategic leadership and promote continuous improvement in NCD schools.
- Achieve competing priorities by mobilizing and managing resources, promoting and encouraging team work through modeling good practice in all system schools in NCD.
- Develop and monitor the implementation of the annual strategic and operational plan and report on achievement of performance targets as per the department's goals and requirements.
- Hold regular meetings with school heads and stake holders to develop and implement strategies to address problems affecting teaching and learning in NCD schools and implement annual educational activities plans.
- Discipline officers by taking personal responsibility in initiating and charging officers who may have committed a disciplinary offence.
- Supervise and co-ordinate all activities relating to advertisements of vacancies in the National Education Gazette and appointments of teachers to Teaching Services Positions in all schools within the Education Systems in the NCD.
- To ensure accurate and prompt up-dating, completion and checking of the Master Position Register, in particular;
- Up-date the section for vacancies, substantive appointments, cancelling of appointments, creation of new position and abolition of positions.
- Ensure an efficient system of distribution of National Education Advertisement Gazettes and other related materials.
- Maintain an up-date of eligibility list of teachers in the National Capital District.
- Maintain strict observation of the operation timetable for appointments.

### **2. EXAMS, TRAINING & PLANNING**

- To consult with the Measurement Services Unit on all matters relating to Grade 8 Examination.
- To be responsible for the supervising and collection of examination materials and their distribution to schools.
- To oversee the work of examination of supervisors and coordinators in Primary and High Schools.
- To collate and table the Examination results and devise the High Schools Selections Criteria's for the National Capital District.
- To consult with schools and/or Provinces on transfer matters particular in relation to certificate.
- To consult with the Teacher Education Division, PNG Education Institution, other Education Institutions on teacher training matters.
- To be responsible for the collection of course materials and their distribution to teachers.
- To assist in the work of coordinators of elementary, primary, secondary and vocational schools in training matters.
- To consult with schools and/or Provinces on training matters particular in relation to certificate.
- Liaise with the budget officer on the divisional annual draft budget estimates (both recurrent and capital) and test them for internal consistency and policy objectives.
- Develop provincial inventory containing school and population data, physical resource and others related to the educational development of the province and update this annually.
- Act as Executive Officer of the NCD Education Board Planning committee and ensure that NCD authorities and church agencies work together in all Education planning matters.
- Prepare forward plans and projections on staff and enrolments for consideration by NCD Education Board.
- Prepare, print and distribute the Annual NCD Education Bulletin on staff and enrolment statistics.
- Liaise regularly with appropriate National Government and agencies in the District as required.

Coordination of NCD Education Services <span style="float: right;">10404 (235-2101-1105)</span>			
Budget activity	Revised appropriation (K'000s)	Warrants authorized (K'000s)	Expenditure (K'000s)
Staffing costs	691, 000.00	492, 000.00	538, 200.00
<b>Total costs</b> (including staffing)	1, 073, 000.00	874, 000.00	727, 800.00
Targets	Achievements and non-achievements		
Teacher Appointments 2023 for 2024	<p><b>Achievements:</b></p> <ul style="list-style-type: none"> <li>Teacher appointments completed in November 2023</li> <li>ECE &amp; Preparatory Sector - Teachers at 98% re-appointed to 10 ECE Centres, 42 Preparatory schools with 522 positions</li> <li>Primary Sector - 94% Teachers re-appointed to 39 Primary Schools with 1, 119 positions</li> <li>Vocational Sector - 94% Teachers re-appointed to 5 Vocational Centres with 132 positions</li> <li>Junior High School Sector - 85% Teachers re-appointed to 6 Junior High Schools with 90 positions</li> <li>Secondary and Technical Secondary Sector - 95% Teachers re-appointed to 12 schools with 540 positions</li> <li>Notice of Appointment to Teachers was issued on the 30th November 2023.</li> </ul> <p><b>Non-Achievement</b></p> <ul style="list-style-type: none"> <li>Notice of Appointment of teachers not recommended by the school Boards and Division of Education Board.</li> <li>Notice of Appointment of teachers for the 3 new Junior High Schools.</li> </ul>		
District Education Board Meetings	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>Held 1 regular meeting with the new FAS</li> <li>Held 1 Disciplinary Meeting.</li> <li>Conducted 1 Teachers Appointment Committee Meeting held</li> <li>School Board of Governors/Management are currently operational and functional.</li> <li>Permitted schools endorsement and approval by Division of Education Board.</li> <li>Teachers Appointment presentation to the Division of Education Board.</li> </ul> <p><b>Non-Achievement</b></p> <ul style="list-style-type: none"> <li>2 Division of Education Board meetings not conducted due to unforeseen circumstances.</li> </ul>		
NCD Administration Staff, Restructure and General In-services	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>Change of Administration Leadership and general operations due to NDoE's restructure</li> <li>Improved client services, staff attendance and punctuality</li> <li>Office reforms and restructure was implemented</li> <li>General NIST week conducted for all NCD Teachers</li> </ul>		

	<ul style="list-style-type: none"> <li>• Three (3) SLIP In-house training for NCDES Staff conducted successfully</li> <li>• General briefings and meetings conducted regularly</li> <li>• Teachers screening and recommendations for Study and Conversion Course In-services at PNGEI conducted</li> <li>• Achieved 100% free from Teachers Pay suspension</li> <li>• National Examinations conducted successfully for Grades 8, 10 and 12 students with very good passing rate</li> <li>• Secondary and Junior High School students garnering top students in the National Examinations</li> <li>• Secondary schools both system and private permitted schools topping the National Examinations</li> <li>• 100% of Teachers Leave Fare for 2023-2024 were awarded to Teachers qualified for the year</li> <li>• Paid up Contract Officer’s dependents school fee subsidies.</li> </ul> <p><b>Non-Achievements</b></p> <ul style="list-style-type: none"> <li>• Some NCDES positions not filled up during the year 2023</li> <li>• Some KPI are not met due to some circumstances beyond NCDES control</li> <li>• Provincial Education Implementation Plan not yet printed, final copy was given to NCD Governor for signature but has not been signed since August of 2023.</li> </ul>
<p>Schools Administration, Teachers General In-services and Staff Development</p>	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>• School Administrators re-appointments and re-organization done successfully</li> <li>• Attended to schools needs and discipline problems</li> <li>• School Administrators submitted 100% National School Census Forms</li> <li>• School Administrators attended 3 combined meetings called for by the Division</li> <li>• General Administration and Teachers In-Service week conducted successfully during the NIST week</li> <li>• SLIP In-service for School Administrators conducted 3 times successfully</li> <li>• In-service and up-skilling of Grade 7 &amp; 8 Primary school teachers are on-going at PNGEI</li> <li>• New salary scale and levels for all teachers in the 4 sectors of education is implemented.</li> </ul> <p><b>Non-Achievements</b></p> <ul style="list-style-type: none"> <li>• Recommended teachers for In-service at PNGEI were not able to attend due to lateness in submission of documents</li> <li>• 100% of GTFS for NCD schools were not received by school administrators</li> </ul>
<p>1-6-6 NCD School Reforms &amp; Restructures</p>	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>• School Administrators fully support 1-6-6 school structure and reforms</li> <li>• Two (2) additional Junior High Schools were approved and implemented</li> <li>• One (1) Technical Secondary School approved for inclusion in the system school</li> <li>• Approved 3 additional Junior High Schools to start in 2024 with 2 classes at 50 students with 14 teachers each school</li> </ul>

	<ul style="list-style-type: none"> <li>• First Batch of 1-6-6 Grade 12 students graduated from pioneer restructured schools</li> <li>• Classrooms and staff houses allocated for Junior High Schools are done and are occupied and used</li> <li>• Review FODE inclusion in all Vocational and Secondary Schools in NCD.</li> </ul> <p><b>Non-Achievements</b></p> <ul style="list-style-type: none"> <li>• Non-completion of allocated infrastructure for Junior High Schools from NDoE</li> <li>• Curriculum supplies and materials not available for the schools particularly on ECE and Secondary sectors.</li> </ul>
Office Supplies and Materials	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>• 60% of supplies and materials requested for office use granted and delivered</li> <li>• 90% of GTFS components for supplies and materials were delivered to all NCD schools.</li> </ul> <p><b>Non-Achievements</b></p> <ul style="list-style-type: none"> <li>• Some supplies and materials not delivered for use by NCDES staff and some Secondary and Primary schools.</li> </ul>
Transfer of NCD Education Services to NCDC	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>• Transfer documents were all submitted and approved by NCDC Board</li> <li>• Continuous follow-up and meetings between NCDES and NCDC are done every now and then</li> <li>• Staff structure and amalgamation, salary structure and staff Job Description were all completed.</li> </ul> <p><b>Non-Achievements</b></p> <ul style="list-style-type: none"> <li>• All documents were submitted to NCDC – HR for endorsements and approval</li> <li>• Waiting for the transfer implementation.</li> </ul>
<b>Commentary and Way Forward</b>	
<ul style="list-style-type: none"> <li>• NCDES needs to fill up the positions for Assistant Secretary – Schools Coordination and Appointment, Secondary Schools Coordinator, Planner, Executive Assistants, Staff Clerk and Data Entry Clerk.</li> <li>• Most administration needs to undergo training and up-skilling in its own respective field of work.</li> <li>• Transfer of NCDES to NCDC has been prolonged though meetings and dialogues were conducted often, documents have been submitted NCDC – HR for NCDC Board to make its final deliberation and approval.</li> <li>• Key positions in the Secondary sectors needs to be handled by experienced and qualified teachers however, due to shortage of secondary school teachers, some pf these positions are held by junior teachers.</li> <li>• Teachers’ appointment has to be improved for 2024.</li> <li>• Administration In-service is needed to all 4 sector school Administrators to enhance their capability in running their school affairs particularly on Financial Management</li> <li>• SLIP is a way forward for School Administrators to develop and follow its underlying context in running a school.</li> <li>• Improve communication processes in all sectors of education in NCD utilizing different platforms especially in the submission of mandatory documents.</li> <li>• Landline phones need to be established or re-activated for better communication on calls.</li> <li>• Internet access to all offices in needed and must be connected to all the offices in NCDES</li> </ul>	



<ul style="list-style-type: none"> <li>• Plan and device for Division activities for 2024</li> <li>• Provision of Staff to all vacant positions in NCDES</li> <li>• Inspection and monitoring of schools need to be more aggressive to improve quality teaching-learning</li> <li>• General school’s in-service must be done regularly to up skill teachers</li> <li>• School Administrators must be able to submit all mandatory requirements punctually and on time.</li> <li>• Improve teaching-learning by disciplining teachers who lost track in their teaching activities</li> </ul>			
Budget activity	<b>NCD ECE and Preparatory Schools Operations</b>		<b>10420 (235-2101-3107)</b>
	<b>Revised appropriation (K’000s)</b>	<b>Warrants authorized (K’000s)</b>	<b>Expenditure (K’000s)</b>
Staffing costs	7, 142, 000.00	4, 670, 000.00	7, 075, 400.00
<b>Total costs (including staffing)</b>	<b>7, 918, 000.00</b>	<b>5, 346, 000.00</b>	<b>7, 144, 300.00</b>
<b>Targets</b>	<b>Achievements and non-achievements</b>		
Schools Quality Inspections by School Inspectors	<b>Achievements:</b> <ul style="list-style-type: none"> <li>• Quarterly and regular visits as the need arises done</li> <li>• Improved teachers’ performance based on Inspection reports received.</li> </ul>		
Teachers Personal Inspection & Registrations	<b>Achievements:</b> <ul style="list-style-type: none"> <li>• Teachers Personal and Registration reports for National Inspection sighted by the FAS</li> </ul> <b>Non-Achievements:</b> <ul style="list-style-type: none"> <li>• More personal reports encouraged particularly those new graduates and transferred in teachers</li> </ul>		
Schools and Annual Teachers In-service (NIST week)	<b>Achievements:</b> <ul style="list-style-type: none"> <li>• Regular school in-services were done during the school year</li> <li>• Teachers attended the organized National In-service Training for the year 2023 by NCDES</li> </ul>		
1-6-6 Education Reforms (Early Childhood Education)	<b>Achievements:</b> <ul style="list-style-type: none"> <li>• All Elementary 1 and 2 has been moved to Primary level as Grade 1 and Grade 2, Elementary is now called Preparatory (Prep)</li> <li>• Early Childhood Education implemented</li> <li>• Butuka Academy implementing ECE to grade 12, a model school in NCD</li> <li>• ECE classrooms in some schools are being established</li> <li>• Pre-school and 12 ECE Learning Centres established and implementing school restructure</li> </ul> <b>Non-Achievements:</b> <ul style="list-style-type: none"> <li>• 30 ECE schools yet to be established and implemented</li> </ul>		
<b>Commentary and Way Forward</b>			
<ul style="list-style-type: none"> <li>• More Early Childhood School Teachers are needed as more ECE schools are being established</li> <li>• Need more suitable and specialized classrooms for all ECE classrooms</li> </ul>			

<ul style="list-style-type: none"> <li>Elementary school teachers need to undergo special training and up skilling to be able to teach in the ECE schools</li> <li>ECE Curriculum needs to be developed and provided to all ECE schools by CDAD</li> <li>Inspections need to be on a regular visit to all ECE schools</li> <li>Need to establish more infrastructure suitable to 4 to 5-year-old children</li> <li>Recruit and appoint qualified teachers to teach ECE</li> <li>Attend to all issues and challenges at all ECE implementing school</li> <li>Need to construct suitable ECE classrooms and other infrastructure for aged 4 to 5-year-old</li> <li>Attend to teacher issues, parents as well as community issues when implementing ECE</li> <li>Need to improve on the number of personal reports were endorsed for National ratings conference.</li> </ul>					
Budget activity		NCD Primary Schools Operations		10417 (235-2101-3104)	
	<b>Revised appropriation (K'000s)</b>	<b>Warrants authorized (K'000s)</b>	<b>Expenditure (K'000s)</b>		
Staffing costs	32, 735, 000.00	25, 027, 000.00	26, 465, 100.00		
<b>Total costs (including staffing)</b>	<b>38, 582, 000.00</b>	<b>30, 749, 000.00</b>			
<b>Targets</b>	<b>Achievements and non-achievements</b>				
Schools Quality Inspections by School Inspectors	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>135 Secondary School Teachers are presented and rated during the NRC in 2023</li> <li>Coordinator's visit has been enhanced and improved teaching-learning in the Primary Sector</li> <li>Teachers undergo up skilling and training for all primary teachers in NCD</li> <li>Coordinator to continue monitoring Administration management, teachers, staff and the students.</li> </ul> <p><b>Non-Achievements</b></p> <ul style="list-style-type: none"> <li>Lack qualified and committed teachers to teach in the Primary sector of education in NCD</li> <li>Inspection on monitoring and advisory visits by Coordinator and Basic Education Inspectors need to be submitted to FAS.</li> </ul>				
Schools and Annual Teachers In-service (NIST Week)	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>Head Teachers Workshop on School Learning Improvement Plan</li> <li>Head Teachers In-service on MySchoolApps, My PaySlipApp, National School Census App</li> <li>All Teachers attended the National In-service Week for 2023</li> <li>Head Teachers and Teachers attended school base In-service on SBC.</li> </ul> <p><b>Non-Achievements:</b></p> <ul style="list-style-type: none"> <li>Unavailable curriculum materials to use in SBC training</li> </ul>				
Annual Teachers Leave Fares & Repartitions	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>All teachers annual leave fare was very well and competently done for 2023 by Operations Manager and Planner.</li> </ul> <p><b>Non-Achievements</b></p> <ul style="list-style-type: none"> <li>Non-submission of HOFS by married female teachers.</li> </ul>				

<p>Teachers Appointments</p>	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>Teachers Appointment Notice done and distributed for 2024</li> <li>All positions awarded and retained</li> </ul> <p><b>Non-Achievements</b></p> <ul style="list-style-type: none"> <li>No Gazette this 2023 for 2024</li> </ul>		
<p><b>Commentary and Way Forward</b></p>			
<ul style="list-style-type: none"> <li>School Inspectors and Coordinator need to do school quality inspection to assist Head Teachers in managing the schools effectively.</li> <li>Improve teacher data collection for annual leave processing and to avoid fraudulent claims</li> <li>Teacher transferring to NCD must be properly checked to avoid unnecessary claims by resigned or unqualified teachers.</li> <li>Encourage more teachers to apply for personal inspection</li> <li>Appointment of teachers with absenteeism, personal and other problems should not be given any appointment to teach in NCD.</li> <li>Encourage quality inspection to be done regularly by every quarter.</li> <li>Improve success rate or schools performance in the National Examinations.</li> </ul>			
<p>Budget activity</p>	<p><b>NCD Secondary Schools Operations</b></p>		<p><b>10420 (235-2101-3107)</b></p>
	<p><b>Revised appropriation (K'000s)</b></p>	<p><b>Warrants authorized (K'000s)</b></p>	<p><b>Expenditure (K'000s)</b></p>
<p>Staffing costs</p>	<p>10, 417, 000.00</p>	<p>7, 008, 000.00</p>	<p>12, 025, 000.00</p>
<p><b>Total costs (including staffing)</b></p>	<p>14, 509, 000.00</p>	<p>10, 630, 000.00</p>	<p>12, 617, 300.00</p>
<p><b>Targets</b></p>	<p><b>Achievements and non-achievements</b></p>		
<p>Schools Quality Inspection by Senior Secondary School Inspector</p>	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>This activity was done well by the Senior Secondary Inspector</li> <li>School visits and quality inspection reports are sent through electronic and social media platforms</li> <li>Most Principals submit mandated documents on time</li> <li>New commencement/New graduate teachers were inspected and received their Teacher Registration Certificates</li> </ul> <p><b>Non-Achievements</b></p> <ul style="list-style-type: none"> <li>Teachers with incomplete documents were not inspected but given time to produce their documents so they can be registered</li> <li>Transfer-In teachers are also given time to produce their documents</li> <li>Some Principals lack submitting mandatory documents on time or none at all.</li> </ul>		
<p>Teachers Personal Inspection and Registration</p>	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>School Advisory Visits have been effectively carried out in schools by the Senior Secondary Inspector; as a result most schools are well managed.</li> <li>Teacher Appraisal Reports done and rated at the end of the year however, data needs to be submitted.</li> </ul>		

	<ul style="list-style-type: none"> <li>• 135 Teachers awarded Inspection Reports after the National Rating Conference held this year</li> <li>• Principals inducted to personal inspection report writing</li> <li>• Registration of New Commencement and New Graduate teachers were done and put into payroll.</li> </ul> <p><b>Non-Achievements</b></p> <ul style="list-style-type: none"> <li>• More Teachers are encouraged to go on Personal Inspection.</li> </ul>
Schools and Annual Teachers In-service (NIST Week)	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>• Principals trained on developing School Learning Improvement Plan in 2023</li> <li>• Most school Principals submitted their 3-year SLIP Plan and 1-year action plan</li> <li>• Principals attended and completed SBC training successfully and re-echo to their schools</li> <li>• Principals inducted on MySchool Apps, School Census Apps, MyPaySlip Apps, Leave Fare Apps.</li> </ul> <p><b>Non-Achievements</b></p> <ul style="list-style-type: none"> <li>• Principals lack continuous use of the different applications provided by NDoE.</li> </ul>
Annual Teachers Leave Fares	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>• Year 2023 Recreation Leave Fares paid out successfully to all teachers.</li> </ul> <p><b>Non-Achievements</b></p> <ul style="list-style-type: none"> <li>• Fraudulent documents submitted to the office still an ongoing problem</li> <li>• Leave fare cuts are often experienced by married female teachers due to non-renewal of HOFS documents</li> </ul>
Teachers Appointments	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>• Teacher Appointments for 2024 was successful with 546 teachers appointed to Junior High and Secondary and Technical secondary schools.</li> <li>• Not many teachers hold eligibility to promotional senior positions; most are not taking serious advice to apply for personal inspection.</li> </ul> <p><b>Non-Achievements</b></p> <ul style="list-style-type: none"> <li>• Not many teachers are eligible for promotional positions due to lack of inspections.</li> <li>• Many officers applying for positions without proper eligibility.</li> </ul>
Contract Officers Contract Renewal, Visa and Leave Fares	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>• Successfully completed and received their new Contracts and Visas for the next 3 years including their dependents</li> <li>• Successfully completed and paid out those that are eligible for their Leave Fares</li> </ul> <p><b>Non-Achievements</b></p> <ul style="list-style-type: none"> <li>• 3 Contract Officers not renewed due to decision from NDoE and DPM</li> <li>• Recruitment of more Contract Officers needed to fill the gap on teacher-students' ratio</li> </ul>
Contract Officers Dependents	<p><b>Achievements</b></p>

School Fee Subsidies	<ul style="list-style-type: none"> <li>Contract Officers Dependent school fee subsidies has been paid including those that are not in Papua New Guinea</li> <li>All Contract Officer’s dependents attending schools in POM will be enrolled at St. Joseph’s.</li> </ul> <p><b>Non-Achievements</b></p> <ul style="list-style-type: none"> <li>Claims for 2024 school fees must be submitted early to appropriate and its payment.</li> </ul>		
Contract Teachers Accommodation Rental Payments	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>Outstanding rentals were also paid fully as well</li> </ul> <p><b>Non-Achievements</b></p> <ul style="list-style-type: none"> <li>Contract Officers rental receipts and agreements must be reviewed and submitted to NCDES office</li> </ul>		
1-6-6 Education Structure	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>Established 6 Junior High schools from Grade 7 to 10 with 2 or 4 classes each Grade levels per school</li> <li>2 JHS graduated their first Grade 12 under the 1-6-6 structure</li> <li>6 Secondary and Technical Secondary schools implementing 1-6-6 structure from Grade 7 to Grade 12</li> <li>New Base Levels of Secondary School Teachers at Level 4 with higher salary structure.</li> </ul> <p><b>Non-Achievements</b></p> <ul style="list-style-type: none"> <li>Construction of classrooms to accommodate more students in the Junior High school sector</li> <li>Recruitment of additional teachers in the JHS must be done</li> <li>Purchase of Curriculum materials and supplies need to be given a priority for 2024</li> <li>Infrastructure and other specialists’ buildings are urgent needs for the 1-6-6 implementation for 2024.</li> </ul>		
<b>Commentary and Way Forward</b>			
<ul style="list-style-type: none"> <li>Teachers need to be encouraged to enrol and upgrade their qualifications to take promotional positions after inspection.</li> <li>More teachers required for Mathematics and Science subjects in the JHS and Secondary level.</li> <li>Need to convert more big Primary schools to Junior High Schools to accommodate increasing number of students to continue their studies in the same school</li> <li>Infrastructure is a major need for the continued implementation of 1-6-6 particularly in the Junior High School and Secondary school sectors.</li> <li>Need to recruit additional teachers to teach non-academic subjects such as practical skills, home economics, physical education and sports, arts and Christian Living.</li> <li>Double Shift Teaching can be an alternative to normal teaching in NCD to address the issue of classroom space and overcrowding in the classrooms in Secondary schools</li> <li>Curriculum materials and supplies, textbooks and reference books must be provided to Junior High and Secondary schools for a better quality teaching-learning</li> <li>Increase number of teachers in every school and provide their training needs</li> </ul>			
Budget activity	<b>NCD Vocational &amp; FODE Schools Operations</b>		<b>10420 (235-2101-3107)</b>
	<b>Revised appropriation</b>	<b>Warrants authorized (K’000s)</b>	<b>Expenditure (K’000s)</b>

	(K'000s)		
Staffing costs	7, 142, 000.00	4, 670, 000.00	7, 075, 400.00
<b>Total costs</b> (including staffing)	7, 918, 000.00	5, 346, 000.00	7, 144, 300.00
<b>Targets</b>	<b>Achievements and non-achievements</b>		
Schools Quality Inspection by Vocational School Inspectors	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>Improved collection of mandatory documents through the Vocational School Coordinator.</li> <li>Quarterly reports from 5 Vocational Centres are completed</li> <li>Vocational Inspector appointed this year 2023.</li> </ul> <p><b>Non-Achievements</b></p> <ul style="list-style-type: none"> <li>Late Appointment of Vocational Inspector affected the Vocational sector</li> <li>Re-organise Heads of Vocational schools.</li> </ul>		
Teachers Personal Inspection and Registration	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>Teacher Inspection appraisals were done in the 5 Vocational Centres.</li> <li>A good number of inspection report was read in the NRC</li> <li>Teacher registration is on-going for new commencement and new graduate teacher</li> <li>School and Teacher supervision has improved and was satisfactory through the Coordinator and Inspector.</li> </ul> <p><b>Non-Achievements</b></p> <ul style="list-style-type: none"> <li>Lesser number of teachers applying for personal inspection.</li> </ul>		
Schools and Annual Teachers In-service (NIST Week)	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>All Teachers attended the NIST week</li> <li>Vocational Head Teachers implemented in-house training and in-services of teachers</li> </ul> <p><b>Non-Achievements</b></p> <ul style="list-style-type: none"> <li>Lack Inspection supervision</li> <li>Teachers not applying for further studies and training.</li> </ul>		
Contract Officers Accommodation and Rentals	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>Payment for house rentals done for 2023</li> </ul> <p><b>Non-Achievements</b></p> <ul style="list-style-type: none"> <li>Late submission of documents due to delay in issuance of Contracts.</li> </ul>		
Contract Officers Dependent's School Fee Subsidies	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>All School Fees for dependents settled for 2023.</li> </ul> <p><b>Non-Achievements</b></p> <ul style="list-style-type: none"> <li>Late payment due to late release of contract documents.</li> </ul>		
Contract and National Officers Annual Leave Fares	<p><b>Achievements</b></p>		

	<ul style="list-style-type: none"> <li>Contract Officers and National officers eligible was issued their full annual leave fares.</li> </ul> <p><b>Non-Achievements</b></p> <ul style="list-style-type: none"> <li>Some teachers submitted fraudulent documents for additional claims.</li> </ul>
Vocational Schools Restructure	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>Base level 2 teachers elevated to level 4 as a result of TSC salary structure</li> <li>Reorganization of taught trade skills in all 5 Vocational Centres in NCD</li> <li>Introduction and offering of NC2 and NC3 in selected trade skills.</li> </ul> <p><b>Non-Achievements</b></p> <ul style="list-style-type: none"> <li>Recruitment of qualified teachers to teach in some major technical trade subjects.</li> </ul>
FODE Implementation	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>All 5 Vocational Centres offers FODE</li> <li>Provide both academic and trade skills subject to students taking FODE.</li> </ul> <p><b>Non-Achievements</b></p> <ul style="list-style-type: none"> <li>Provision of materials and qualified academic teachers to supervise FODE activities.</li> </ul>
<b>Commentary and Way Forward</b>	
<ul style="list-style-type: none"> <li>Teachers qualifications need to be elevated to Diploma or Degree with 5-year trade skills experience</li> <li>Teachers with Trade Certificates must have a Post Graduate Diploma in Teaching before being accepted to teach in the Vocational Centres</li> <li>All students enrolling in the Vocational Centres must also enrol in FODE.</li> <li>Students enrolling for National Certificates must have finished Grade 12.</li> <li>All 5 Vocational Centres must be a registered FODE Centres to cater for the Academic needs of Grades 8 and 10 students</li> <li>Short Trade Technical Skills Courses must be offered to students with Grade 12 Certificates and be employed after the training.</li> <li>Vocational Trade Skills Teachers should undergo for further training to enhance their methods and techniques in teaching.</li> <li>Vocational teachers should be more innovative in their fields to attract more students in their specialized trade subject areas.</li> <li>Vocational Centres must have trade skills completion and open house to present their trade skills and showcase products and talents in their specialization</li> <li>All Vocational Centres must become Centre of Excellence in Trade Technical Skills and be self-sufficient.</li> </ul>	

## TEACHER REGISTRATION & PROFESSIONAL DEVELOPMENT

### FUNCTIONAL STATEMENTS

The following are the services provided by the branches of the Division.

#### 1. TEACHER PROFESSIONAL DEVELOPMENT:

## TEACHER REGISTRATION & PROFESSIONAL DEVELOPMENT

- To provide quality pre-service and in-service teacher training for school teachers to adequately cater for the field needs.
- To provide, coordinate, administer and monitor in-service and upgrading programs for teachers through short courses, workshops, seminars and in-country or overseas study programs.
- To provide quality pre-service and in-service teacher training for early childhood, primary, vocational and technical secondary school teachers to adequately cater for the field needs.
- Research, prepare and present submissions to SSM, TMT and the Secretary on ways to improve standards and quality of initial Early Childhood Education Teacher Training via the Wing and Division heads to produce 4,000 quality teachers who are competent and qualified for ECE schools annually.
- Research and prepare submissions to SSM and TMT on alternate models of effective staff (Provincial ECE coordinators, and Provincial ECE Teacher Trainers) supervision and appraisal, to improve quality and standards of delivering initial ECE teacher programs.
- Provide leadership and facilitate in planning, conducting ECE teacher trainers' workshops to provide maximum benefits for trainee teachers to complete certificate in Early Childhood Teaching.
- Prepare annual management plan for the ECE section and report on progress of the
- Completion or non-completion of the recurrent activities to the NDoE budget review team.
- Provide leadership in workplace environment and mentor sub-ordinates in all facets of the sectional activities to produce quality elementary school teachers and quality Early Childhood education.
- Responsible to Director TD&I for the design, development and implementation of staff development programs of the Department.
- Co-ordinate and supervise the professional aspects of all courses/training organized by TD&I branch.
- Co-ordinate the development of staff development training plans
- Supervise and report to the Director TD&I on the assessment of the in-service trainees and the evaluation of the training programmes.
- Assist the Director TD&I prepare in-service publications (e.g. SPEG, In-service Handbooks, Resource materials, etc.)
- Executive Officer to the National In-service Committee (NIC).
- Assess the competence of staff conducting short in-service training courses.
- Participate as a member of various internal and external training committees, professional bodies, steering committee meetings, aid donor meetings and other professional bodies concerned with HRD and training opportunities.
- Participate and analyze in-country and overseas professional development and in-service activities to ensure the growth of professional development in the Department.

### 2. TEACHER REGISTRATION

Lead and monitor to ensure effective and efficient development and development and implementation of the "Teacher Registration" policies, processes and procedures are implemented, and standards maintained as directed by the National Education Board decisions as the executive agent of the Secretary.

- To carry out registration and deregistration of teachers within the National Education System.
- Manage effective and efficient teacher registration in all levels of recognized institutions.
- Conduct induction program for new graduates in all levels of institutions recognized by the Department.
- Scan, process and enter data in Teacher Education Registration Application (TERA) and issue to 3,000 to 4, 000 Provisional Teacher Registration to new graduates of Teacher Training providers annually in all sectors.
- Issue 3, 000 to 4, 000 Full Registration to Stamp A reports rated at the National Ratings Conference for all sectors annually.
- Provide 1,500 to 2,000 non-inspected teachers with expired Renewal Teacher Provisional registration annually



## TEACHER REGISTRATION & PROFESSIONAL DEVELOPMENT

- Provide Statement of Certification for lost, damaged or burned provisional or full registration.
- De-registration of teachers who through fraud, disciplinary, performance assessment or health reasons are not able to perform their duties effectively as a teacher.

Budget Activity			
	Revised appropriation (K'000s)	Warrant Authorized (K'000s)	Expenditure (K'000s)
Staff Costs			
Total Cost (including staffing)			
Targets	Achievements and non-achievements		
Mathematics & Science – Boosting Early STEM Learning in Primary (Science)	<ul style="list-style-type: none"> <li>➤ Science Training Manual is completed and is ready for National Training of Trainers (TOT) Training before nation-wide Roll-out.</li> <li>➤ <i>100% Achieved</i></li> </ul>		
Mathematics & Science – Boosting Early STEM Learning in Primary (Mathematics)	<ul style="list-style-type: none"> <li>➤ Mathematics Training Manual is completed and is ready for National Training of Trainers (TOT) Training before nation-wide Roll-out in the country.</li> <li>➤ <i>100% Achieved.</i></li> </ul>		
Mathematics & Science – Boosting Early STEM Learning in Primary (Science Participants Workbook)	<ul style="list-style-type: none"> <li>➤ Science Participant's Work Book (PWB) will be completed and ready before end of December, 2023. Science Folder is awaiting Secretary's approval.</li> <li>➤ <i>80% Achieved</i></li> </ul>		
Mathematics & Science – Boosting Early STEM Learning in Primary (Mathematics Participants Workbook)	<ul style="list-style-type: none"> <li>➤ Mathematics Participant's Work Book (PWB) will be completed and ready before end of December, 2023. Science Folder is awaiting Secretary's approval.</li> <li>➤ <i>70% Achieved.</i></li> </ul>		
Mathematics & Science – Boosting Early STEM Learning in Primary (National TOT – Pom)	<ul style="list-style-type: none"> <li>➤ Planning and preparation in progress.</li> <li>➤ <i>30% Achieved.</i></li> </ul>		
Mathematics & Science – Boosting Early STEM Learning in Primary (Nationwide roll out)	<ul style="list-style-type: none"> <li>➤ Planning and preparation in progress.</li> <li>➤ <i>30% Achieved.</i></li> </ul>		
In-Service Teacher Conversion Course Program Material Development (UoG) (Conversion course program)	<ul style="list-style-type: none"> <li>➤ Had first and second joint meetings with UoG &amp; TRPD Division.</li> <li>➤ Consultation meetings are on-going with UoG &amp; TRPD Technical Working Team in preparation for first workshop.</li> <li>➤ <i>(40%) achieved.</i></li> </ul>		
In-Service Teacher Conversion Course Programs (Malolo & Mixed Mode Delivery - UoG)	<ul style="list-style-type: none"> <li>➤ First batch of 45 primary teachers will attend Malolo Conversion Course Program (Maths &amp; Science) at UoG in 2024.</li> <li>➤ Second batch of 1,200 primary teachers will attend Mixed Mode Delivery Program (Maths &amp; Science) by regions thru UoG commencing in July, 2024. (Diploma to Bachelors)</li> <li>➤ <i>50% achieved.</i></li> </ul>		
In-Service Teacher	<ul style="list-style-type: none"> <li>➤ First batch of <i>150 primary teachers</i> will attend Malolo</li> </ul>		

## TEACHER REGISTRATION & PROFESSIONAL DEVELOPMENT

Conversion Course Program Material Development (PNGEI) & Heldsbach Campus.	<p>Conversion Course Program (Maths &amp; Science) at PNGEI in 2024.</p> <ul style="list-style-type: none"> <li>➤ Second batch of 150 Elementary teachers will up-grade to Diploma Conversion Course program PNGEI to teach in Junior Primary in 2024.</li> <li>➤ Third batch of 150 Elementary teachers will up-grade to Diploma Conversion Course program at Heldsbach Campus to teach in Junior Primary in 2024.</li> <li>➤ 50% achieved.</li> </ul>		
Teacher Professional Development (TPD) Gazette	<ul style="list-style-type: none"> <li>➤ TPD Gazette finalized and printed.</li> <li>➤ Sent to Secretary's Office with a Brief for approval before final printing and production for distribution and nation-wide advocacy.</li> <li>➤ 90 % achieved.</li> </ul>		
Teacher Professional Development (TPD) Policy	<ul style="list-style-type: none"> <li>➤ TPD Policy Document Draft finalized, completed and printed.</li> <li>➤ Going thru final touches by Policy Officers before final printing for Secretary's approval.</li> <li>➤ 90% achieved.</li> </ul>		
National Teacher Standards	<ul style="list-style-type: none"> <li>➤ 2 x Meetings held so far.</li> <li>➤ 20% Achieved.</li> </ul>		
<b>Budget Activity</b>	<b>Teacher Registration</b>		
	<b>Revised appropriation (K'000s)</b>	<b>Warrant Authorized</b>	<b>Expenditure</b>
Staff Costs			
Total Cost (including staffing)			
<b>Targets</b>	<b>Achievements and non-achievements</b>		
New Graduates Registration Data input to TERA Application	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>● 100% Data collected from the teacher training institution for 2023</li> </ul> <p><b>Non-Achievement</b></p> <ul style="list-style-type: none"> <li>● TERA software application not utilize due to staff capacity to enter data for new graduates.</li> <li>● Not enough computers to enter information into TERA application.</li> </ul>		
Facilitating Printing of Awards/Provisional Registration Certificates	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>● Total of 3, 302 Teacher Provisional Registration Certificates from 26 Teacher Training Institute has been printed and delivered for graduation this year 2023</li> </ul>		
Full Registration	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>● 2023 – Collating data for stamp A reports</li> <li>● 2022 – Completed quality checks, progressed for approval</li> <li>● 2021 – 1, 874 Documents approved and distributed by sector to all provinces during NRC this year 2023</li> </ul>		

	<ul style="list-style-type: none"> <li>• 2019 – Secondary, FODE, VET and SoE Sectors Full Registration applications quality checked, verified and prepared for printing. Other Sectors are progressing</li> <li>• 2018 – Backlog quality checked, finalized and progressed for printing.</li> </ul>
Teacher Registration Policy	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>• Into 6<sup>th</sup> version on draft ready for finalization and printing</li> <li>• 80% completed</li> </ul>

**GENERAL EDUCATION SERVICES**

**FUNCTIONAL STATEMENTS**

The following are the services provided by the Division.

**1. ECE MANAGEMENT & COORDINATION**

To Coordinate, plan, supervise, manage and administer the Early Childhood Education relevant policies and programs to the Province, Districts, LLGs and Wards are deliver in accordance with the legislative requirements and national education objectives.

The Early Childhood Education (ECE) is responsible for Coordination and Implementations of programs/policies in National Department of Education, Provinces, Districts, LLGs and Wards. It will maintain constant dialogue with NGOs, Churches, Donors and other Key Government agencies to implement the programs.

**2. PRIMARY EDUCATION MANAGEMENT & COORDINATION**

The Branch will provide support and guidance to maintain professional dialogue to NDoE, TSC, Provincial Authorities and key stakeholders in effectively coordinating and implementing the NDOE’s objectives and policies under the current reforms and Universal Basic Education to achieve sustainable improvements and expansion in the PNG Education.

The Basic Education Functional statements:

- Ensuring that opportunities for quality education are provided to all school age children to achieve basic education by strengthening good governance and effective school management systems in all schools at all school levels of PNG.
- Liaison with Provincial authorities to coordinate the establishment of basic education within the 1-6-6 structure to accommodate access and quality learning.
- Coordinate the assessment of staff training needs; facilitate regular training & professionals development sub national levels.
- Coordinate and manage day to day operation of the branch by funding and budgets, manpower establishment and resource allocation in order to achieve its objectives.
- Implement the government policies, programs and distribution of the basic school administrative supplies (Roll Books, Admission Register, Combined Cash Books, and Transfer Books).
- Update Basic Education Master Position Register for schools and teacher occupancy information annually.
- Monitor the operations of Basic Education at subnational level.
- Create professional files for current and new Primary school teachers and maintain accurate record of teacher database.

- Ensure Primary Schools submit quarterly returns/reports to inform the Department of its operational status.

### 3. SECONDARY EDUCATION MANAGEMENT & COORDINATION

The Branch provides support and guidance to maintain professional dialogue to NDoE, TSC, Provincial Authorities and key stakeholders in effectively coordinating and implementing the NDOE's objectives and policies under the current reforms to achieve sustainable improvements and expansion of the Secondary Education in PNG.

- Ensure qualified staff is recruited to work by making sure that the appointment procedures are followed and appointments are based on merits.
- Ensure the completion of services selection process to ensure accurate selection in timely manner.
- Ensure travel arrangement for staff travelling for Workshops are promptly completed to allow them in time for commencement of the year.
- Ensure informed decisions are made by AS –General Education Services attending the GES meetings and providing reliable and accurate advice on issues for discussion.
- Submit to AS- General Education Services the budget requirements for efficient operation of the Divisional branch activities and report on expenditures at Head office.
- Provide oversight for any project activities undertaken by Schools and students sections to ensure successful completion of the projects within budget and time to contribute to improve student learning environment.
- Take responsibility for the achievement of activities of the branch by providing regular feedback and guidance to staff, hold regular meetings and review outcomes of activities.

### 4. NATIONAL SCHOOL OF EXCELLENCE

The National School of Excellence was formed to spearhead the concept and introduce STEM education in the School of Excellence to meet the challenges and demand in technical, technological, innovations needs that PNG was facing. Education Department was tasked to write a policy guideline and implement the establishment of school of Excellence and STEM education.

The National Schools of Excellence is a strategic intervention to develop the manpower requirement to meet the developmental challenges of the new century and to position the country to advance well into the next.

It is being developed in accordance with standing government decisions and policies as advocated in the Nation's Development Strategic Plans. It is the intention of the government to create the next generation of highly skilled workforce that will participate not only as end-users but innovators and creators of scientific and technological inventions and innovations that solve the country's specific problems as well as those of the global economy.

#### i. NSoE Curriculum Development

- Develop STEM curriculum into NSoE that is internationally compatible with the international best but tailored to meet the development objectives of PNG and to fully harness the comparative advantages of the country.
- Introduce the STEM Education and Curriculum under the School of Excellence Concept as an intervention strategy aligned with the government's intention to produce the next generation of labor force with the necessary skills in STEM to drive the next phase of economic growth.

#### ii. NSoE Projects

Ensure that the following activities are done and achieved for the successful implementation of NSoE STEM education.

- Advance Preparation and planning of all NSoE projects.
- Preparation and submit of PIP/PFD for NSoE projects to fund school infrastructure on time.

- Consultation, coordination and assist in seeking donor funding for NSoE projects.
- Monitor, evaluate, provide and prepare NSoE project reports for relevant authorities.

### iii. **NSoE Staff Training & Development**

- Ensure that STEM teachers are properly compensated and must be well trained through department funded scholarships, short courses, workshops, in-services and other donor funded scholarships.
- Teaching wishing to teach in NSoE must have a Master's degree in a STEM-related discipline with pedagogic qualification and experience
- STEM teachers must be adequately resourced to deliver course contents. Both pre-service and in-service programs must be introduced to ensure teachers have a firm grasp and command of the subject matter as well as to ensure teacher knowledge of the subject matter is harmonized through the various STEM schools. Some teacher's aids can be provided through various available online resources.

### iv. **NSoE Schools Administration**

Make sure that the NSoEs are operating in line with the following in operation with proper guideline and in compliance with NEB policy guidelines and directives.

- Coordinate and facilitate the NSOE operations by assisting school GC in staff recruitment and staff appointments.
- Facilitate and liaise on behalf of NSOE with NDoE on issues affecting NSoE operations.
- Assist and coordinate principals in gr 11 selections. Select the best top %5 of grade 10s.
- Prepare and plan NEB submissions.
- Coordinate school in services and trainings.

### v. **NSoE Scholarships**

- Ensure fair and proper selection of top five percent (5%) of the students coming out of high schools to enter the Schools of Excellence. Select 10% of the top best performing students from NSoE to be on NATSCOL (National government scholarship to study overseas and within PNG).

Budget activity	Early Childhood Education Coordination 10418 (235-2101-3105)		
	Revised appropriation (K'000s)	Warrants authorised (K'000s)	Expenditure (K'000s)
Staffing costs	623	416	(7)
Total costs (including staffing)	1,040	833	98
Targets	Achievements and non-achievements		
1. ECE Awareness and Advocacy (A&A)	<b>Achievements</b> <ul style="list-style-type: none"> <li>• Conducted A&amp;A activities in West Sepik , Western Province and ARoB</li> <li>• Milne Bay and New Ireland provinces A&amp;A programs will be conducted shortly as they are approved</li> </ul>		
2. Develop ECE Implementation Framework	<b>Achievements</b> <ul style="list-style-type: none"> <li>• Conducted 2 x workshops for Provincial Education Advisors and Planners</li> <li>• Develop a draft of the ECE Implementation Framework</li> <li>• The ECE Sector Provincial mapping and clustering of schools are completed and will be inserted in the revised Provincial Education Implementation Plans (PEIP)</li> <li>• ECE schools and centres endorsed through PEB are set to be registered following the Minimum Operating Standards (MOS).</li> </ul>		

Commentary and way forward																		
<ul style="list-style-type: none"> <li>• Work collaboratively with all provinces, churches, NGOs and other government departments to ensure that the ECE Policy is implemented</li> <li>• To avoid delays, GESD will require an additional ARO to facilitate funding of planned activities for the 5 Budget Items on scheduled dates.</li> </ul>																		
<p>Budget activity <b>Basic Education Coordination – Renamed Provincial Support Services 10419(235-2101-3106)</b></p>																		
	<b>Revised appropriation</b> (K'0 00s)	<b>Warrant authorized</b> (K'000s)			<b>Expenditure</b> (K'000s)													
Staffing costs	430.7	430.7			430.7													
Total costs (including staffing)	635.2	625.2			635.2													
<b>Targets</b>		<b>Achievements and non-achievements</b>																
<p>1. National Teacher Appointments</p> <p>a) Updated Master Position Register (MPR)</p> <p>a. Education Advertised Vacancy Gazette Procured &amp; Advertised all positions in Education Vacancy Gazette.</p> <p>b. Teacher Appointments Conduct teacher appointments in provinces with PEB subcommittees</p> <p>c. Tenure Confirmation Gazette Compiled</p>		<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>• One (1) workshop held with updated of data anomalies in the MPR.</li> <li>• Compilation of the Education Vacancy gazette Vol 42.01, Waigani, Friday 26<sup>th</sup> July, 2019</li> </ul> <table border="1"> <thead> <tr> <th>Schools gazetted</th> <th>Positions advertise d</th> <th>Positions appointe d</th> <th>Succes s rate</th> <th>Positions not approved</th> <th>Non success rate</th> </tr> </thead> <tbody> <tr> <td>4206</td> <td>23071</td> <td>7650</td> <td>33%</td> <td>15421</td> <td>67%</td> </tr> </tbody> </table> <p>) GESD/TSC officers conducted teacher appointments with PEB teacher appointment committees in the 23 provinces.</p> <p>a) Confirmed 7650 teachers for tenure appointments in 2020.</p> <p>b) Printed and distributed Tenure Confirmation Gazette 2020 to 23 Provinces and National Institutions.</p>					Schools gazetted	Positions advertise d	Positions appointe d	Succes s rate	Positions not approved	Non success rate	4206	23071	7650	33%	15421	67%
Schools gazetted	Positions advertise d	Positions appointe d	Succes s rate	Positions not approved	Non success rate													
4206	23071	7650	33%	15421	67%													
<p><b>Provincial Matters &amp; Cross cutting issues</b></p> <p>a. Monitor PEB's operations in the provinces.</p> <p>b. Coordinate Transfer of NCDESD to NCDC its Powers and Functions</p> <p>c. Monitor PEB operations</p>		<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>• 18 provinces PEBs' active and operational. 5 provinces PEBs' non active term expired</li> <li>• Transfer of NCDESD to NCDC, Joint Working Committee maintains its dialogue and work is in progress and ongoing. One (1) meeting held.</li> <li>• Two (2) JIG meetings held.</li> </ul> <p><b>Non-achievement</b></p> <ul style="list-style-type: none"> <li>• 5 provinces PEBs term expired to be re-instituted in 2020 for effectively delivery of education services.</li> <li>• Three (3) provinces PEBs' non active and not operational</li> </ul>																
<p><b>Commentary and way forward</b></p>																		
<p><b>Lessons</b></p>																		

<p>a) Five (5) provinces PEBs membership expired and will be visited to enact the membership.</p> <p>b) Sufficient funds for National Teacher Appointments activities relating to updating of MPR, production of Education Vacancy Gazettes and Central Sorting subsequently to appointing teachers are given priority. As these are NEB functions and direct funding is made available on annual basis.</p> <p>c) Regular monitoring of PEBs' operations encourages all Boards to effectively implement the national/provincial education plans and policies.</p>			
<p>Budget Activity                      <b>FODE &amp; National High Schools Co-ordination 10422 (235-2101-5101)</b></p>			
	<b>Revised appropriation</b> (K'000s)	<b>Warrants authorized</b> (K'000s)	<b>Expenditure</b> (K'000s)
<b>Staffing costs</b>	1,157 000	1,157 000	1,157 000
<b>Total costs (including staffing)</b>	2,795 000	2,795 000	2,795 000
<b>Targets</b>	<b>Achievements and non-achievements</b>		
<b>Coordinate Grade 11 Selections</b>			
Grade 11 selection	<p><b>Achievements:</b></p> <ul style="list-style-type: none"> <li>• Electronic Copy of SLF emailed to respective schools through the GOs and PEAs.</li> <li>• Most SLFs received and uploaded online.</li> <li>• Provinces conducted their own online selection with the Provincial Guidance officers.</li> <li>• NSoE Principals met in POM and conducted their selection. NSoE Principals did the selection first.</li> </ul>		
Attend to 15 Governing Council meetings	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>• Attended all Governing Council meetings for PoM NSOE and Sogeri NSOE. Couldn't attend Passam , Wawin , and Aiyura &amp; Kerevat NSoEs due to funding constraint.</li> </ul>		
2020 Tenure Appointment for 2024	<p><b>Non – Achievement</b></p> <ul style="list-style-type: none"> <li>• No tenure appointments made to all NSoE teaching positions because all positions in the 6NSoE were upgraded recently in 2021- 2022.</li> </ul>		
Consequential Appointment - 2024	<ul style="list-style-type: none"> <li>• Had 2024 Consequential Appointment for 6 NSoEs.</li> <li>• Endorsed &amp; Approved by NEB. Copy of Staffing list sent to the schools for staff information.</li> <li>• Kopen Secondary School, Enga is now elevated to be 7<sup>th</sup> National School of Excellence. Governing Council membership is approved</li> </ul>		
Progressive reports on NSOE operation	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>• Provided NSoE operational report to the NEB for member information.</li> </ul>		
Process Personnel Emoluments for teachers at NSoE & FODE.	<p><b>Achievements:</b></p> <ul style="list-style-type: none"> <li>• All teachers paid on correct salary level.</li> <li>• Recreational leaves &amp; other allowances paid on time.</li> </ul>		
Provide professional support to teachers in NHS/FODE	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>• Teacher Inspection done by SSO NSoE.</li> <li>• Teacher Registration and certificates organized eligibility</li> </ul>		

	<p>certificates and Inspection reports distributed.</p> <ul style="list-style-type: none"> <li>Facilitated STEM &amp; ICT teachers from 6 NSoEs for short course with AAPNG. Currently Ongoing.</li> <li>ICT teachings training on AI with IBSU.</li> </ul>		
Principals meeting	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>Conducted 2x Principals meeting to discuss issues on;                             <ol style="list-style-type: none"> <li>Schools Operations &amp; student and Staff.</li> <li>FODE &amp; NSOE Projects</li> <li>2024 Staff Appointments</li> <li>Grade 11 selections (STEM)</li> </ol> </li> </ul>		
2024 Budget & PFD	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>Compiled and submitted in 2023. Requested for K61m but given K10m</li> <li>Submitted 2024 Budget.</li> <li>Mid - term review presentation done in July 2023.</li> </ul>		
NSoE Projects	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>Funds paid direct to school project account. Schools to select reputable contractors.</li> <li>Monitoring, evaluation and assessment to be done in 2024.</li> </ul>		
Inspections & School Visits	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>Two inspection per school done by SSO (2 visits per school)</li> <li>Six school visits done by GESD staff to the six NSoE (1 visit per school) due to funding constraint.</li> </ul> <p><b>Non – Achievement</b></p> <ul style="list-style-type: none"> <li>Second visit not conducted due to lack of funding support.</li> </ul>		
Student travel	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>Facilitate student travel tickets at the end and beginning of the year.</li> <li>All students travelled back home safely in 2023.</li> </ul>		
<b>Budget Activity</b>	<b>National School of Excellence ( NSoE) - 23122</b>		
Specific Activities	<b>Revised appropriation (K'000s)</b>	<b>Warrants authorized (K'000s)</b>	<b>Expenditure (K'000s)</b>
	10, 000 000.00	5 000 000.00	5,000,000.00
Construction, Renovation & Improvement.	9,200 000.00	4 200 000.00	4 200 000.00
Training	300,000.00	300,000.00	300,000.00
Administrative Consultancy Fee	500,000.00	500,000.00	500,000.00
Total	10,000 000.00	5,000 000.00	5, 000 000.00
NSoE infrastructure Projects	Construction, Renovation & Improvement funds were given to the schools for the following projects per the break up.		
	<b>School</b>	<b>Amount</b>	<b>Project</b>
	Sogeri	300,000	Complete construction of girls ablution &



			Procure brown goods to store STEM kits
	Aiyura	850,000	Rehabilitation of infrastructure destroyed by 7.6 magnitude earth quake.
	Passam	800,000	Construction of STEM lab ( Engineering & ICT)
	Kerevat	500,000	Full renovation of two boy’s dorm and 3 staff houses and Procure brown goods to store STEM kits.
	POM	300,000	Procurement of brown goods to store recently bought STEM kits.
	Wawin	1 500,000	Rehabilitation of infrastructure destroyed by 7.6 magnitude earth quake.
	<p><b>NOTE:</b> Funds have been given to the school project account. School GC have engaged contractors. Works have begun over the Christmas holiday. Monitoring to begin in quarter 1&amp; 2.</p>		
STEM Kits (K3,999,800.00)	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>• Funds were expended to procure technology and engineering kits for the six NSoE. <ul style="list-style-type: none"> <li>○ Technology equipment – K2, 011, 800.00.</li> <li>○ The above amount was used to buy Technology equipment for the six NSoE.</li> <li>○ Equipment will be used by the STEM students in 2023 and onwards.</li> </ul> </li> <li>• Engineering kits – K1,988 000.00 <ul style="list-style-type: none"> <li>○ Kits bought and are already in the six NSoE and ready to be used by STEM students in 2023.</li> </ul> </li> </ul> <p><i>Note: Procurements done and all STEM kits/ tools are in the school for student use in 2023.</i></p>		
NSoE STEM Examination	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>• Successful delivery of first STEM examinations – 2022.</li> </ul>		
Organize and Support NIST week activities at schools.	<p><b>Non Achievement:</b> No financial support from DOE. Had school based workshop.</p>		
Training	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>• Ongoing short course training with Australian Award. AI Training with IBSU and CDD.</li> <li>• STEM teachers (NTQ) PGDE training with UoG.</li> </ul>		
<b>Commentary and way forward</b>			
<p><b>Lessons:</b></p> <ul style="list-style-type: none"> <li>• Needs school visits in 2024 by GESD Officers</li> <li>• School inspection to be done by NSoE inspector.</li> <li>• Conduct continuous seminar and workshop on STEM Education for teachers.</li> <li>• Project site inspection of Projects ( monitoring, assessment and scoping)</li> </ul>			
<b>Other comments</b>			

## TEACHER REGISTRATION & PROFESSIONAL DEVELOPMENT

<ul style="list-style-type: none"> <li>Follow work plan and execute work effectively in 2024.</li> <li>Most work to be done before the mid-term review in July.</li> </ul>			
Budget Activity	<b>National High Schools Operations 10423</b>		<b>(235-2101-5102)</b>
	<b>Revised appropriation</b> (K'000s)	<b>Warrants authorized</b> (K'000s)	<b>Expenditure</b> (K'000s)
Staffing costs	9,483 000	9,483 000	9,483 000
<b>Total costs</b> (including staffing)	12, 930 000	12, 930 000	12, 930 000
<b>Targets</b>	<b>Achievements and non-achievements</b>		
Grade 11 Selection	<b>Achievements</b> <ul style="list-style-type: none"> <li>All NSoE Principals were flown in to Port Moresby and they did the selection two days early.</li> <li>Successful selection of students.</li> <li>Conducted online selection</li> <li>GESD &amp; Team ICT guided the selections</li> </ul>		
Conduct GC meetings	<b>Achievement</b> <ul style="list-style-type: none"> <li>Conducted 30 governing council meetings.                             <ul style="list-style-type: none"> <li>iv. 6x financial committee meeting</li> <li>v. 24 GC meetings. 1 per quarter.</li> </ul> </li> </ul>		
Staff Appointment -	<b>Achievement</b> <ul style="list-style-type: none"> <li>Conduct 2 GC meeting each for staff appointment for 2023                             <ul style="list-style-type: none"> <li>vi. Tenure Appointment</li> <li>vii. Consequential appointment</li> </ul> </li> </ul>		
Grade 11 & 12	<b>Achievement</b> <ul style="list-style-type: none"> <li>Pick up students at airports at the beginning of the year</li> <li>Arrange all grades 11 &amp; 12 students have travelled back home on time.</li> </ul>		
Teachers Recreational Leaves	<b>Achievement</b> <ul style="list-style-type: none"> <li>All Rec Leaves for NSoE teachers have been paid.</li> </ul>		
Process Personnel Emoluments for teachers at NSoE	<b>Achievement</b> <ul style="list-style-type: none"> <li>All teachers paid on correct salary level. Boarding duty and other allowances paid.</li> </ul>		
Provide professional support to teachers in NSOE	<b>Achievement</b> <ul style="list-style-type: none"> <li>Teacher Registration and certificates organized eligibility certificates and Inspection reports distributed.</li> </ul>		
Operational grants	<b>Achievement</b> <ul style="list-style-type: none"> <li>All schools received the following supports from NDOE;                             <ul style="list-style-type: none"> <li>viii. More than K150, 000.00 each for operational grant to support operation.</li> </ul> </li> </ul>		
Organize and Support NIST week activities at schools.	<b>Non - Achievement</b> <ul style="list-style-type: none"> <li>Insufficient funding by NDoE to organize in – service.</li> </ul>		

GTFS	<b>Non - Achievement</b>		
	<ul style="list-style-type: none"> <li>All our NHSs were underpaid in their TFF. Schools struggled to survive.</li> </ul>		
<b>Commentary and way forward</b>			
<b>Lessons:</b>			
<ul style="list-style-type: none"> <li>All NSoEs student travel must be fully funded as it's an NEB Function. Currently it's really underfunded. One way travel cost for the 5 boarding NHSs would be K1.5 – K2million due to the rising airfares and transport costs.</li> <li>All NSoEs to be given Operational Grants as was before. Currently NSoEs aren't given and operating only on TFF which is insufficient. K500 000 per school is sufficient enough.</li> <li>Six NSOEs to have a separate school fee structure different from the secondary schools.</li> </ul>			
Budget activity	<b>Secondary Education Coordination 11663 (235-2101-5106)</b>		
	<b>Revised appropriation</b> (K'000s)	<b>Warrants authorised</b> (K'000s)	<b>Expenditure</b> (K'000s)
Staffing costs	139.3	139.3	
Total costs (including staffing)	327,298.00	327,298.00	400,594.00
<b>Targets</b>	<b>Achievements and non-achievements</b>		
Provide technical advice to PEA's & Provincial Education Authorities	<b>Achievement</b> <ul style="list-style-type: none"> <li>All 23 Provinces visited including Kiunga Lake Murray District. Update No. of registered high/secondary schools in the provinces. Discrepancies with schools monthly and quarterly reports were discussed as vital documents to update database.</li> </ul> <b>Non – Achievement</b> <ul style="list-style-type: none"> <li>Manual process of collecting quarterly returns made some progress. Provinces responses are very slow/poor in submitting returns on monthly/quarterly basis.</li> </ul>		
Printing of admin materials – Roll-books, Record Cards, Stock books.	<b>Non - Achievement</b> <ul style="list-style-type: none"> <li>Due to funding constraints we were unable to print these materials. Electronic copies of the Roll Book and Record Cards were devised with the help from ICT and disbursed to PEA's.</li> </ul>		
Provincial Visits to Up-date MPR and Data Base for Teachers' and students in High/Secondary schools.	<b>Non - Achievement</b> <ul style="list-style-type: none"> <li>This initiative was taken this year and we were able to capture 40% on data records. We plan this program for the next 4years to fully achieve the division's desire.</li> </ul>		
<b>Commentary and way forward</b>			
<b>Lessons</b>			
<ul style="list-style-type: none"> <li>Revisit Quarterly Return program developed by ICT in 2019 to get it up and running.</li> <li>Resume discussions with ICT to engage a developer to design an electronic document management system to keep teachers and students records. Funding is needed to assist ICT to engage a software company.</li> <li>All administrative materials such as roll books, transfer books, admission books are retyped and uploaded onto the department's website for schools to access for their use. Therefore, the responsibility of printing school administration materials can be transferred to individual school's board of management and governing councils to produce and reproduce the official record books.</li> <li>Purchased necessary stationery item on time to support branch's work to efficiently deliver its services to the provinces.</li> </ul>			

## TEACHER REGISTRATION & PROFESSIONAL DEVELOPMENT

Budget activity	Secondary School's Equipment 11796 (235-2101-5107)		
	Revised appropriation (K'0 00s)	Warrant authorized (K'000s)	Expenditure (K'000s)
Staffing costs	-	-	9,861,445.00
Total costs (including staffing)	9,324,000.00	9,324,000.00	-537,245.00
Targets	Achievements and non-achievements		
Delivery of 2018/2019 Science Kits for 276 selected Primary, High and Secondary School in the country.	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>• 2018/19 Science Kits delivery included primary schools as per NEC Decision of 72/2017.</li> <li>• Total of 222 Primary Schools, 40 High Schools and 14 Secondary Schools received science kits in the country in May -June, 2019 valued at the cost of K29.9m from contractor - MH Supplies LTD.</li> <li>• Southern Region: 72 Primary, 4 High Schools and 2 Secondary.</li> <li>• Highlands Region: 65 Primary 12 High Schools, and 5 Secondary.</li> <li>• Momase Region: 40 Primary, 15 High Schools, and 4 Secondary.</li> <li>• NGI Region: 45 Primary, 9 High Schools, and 3 Secondary.</li> <li>• 2019/2020 Science Kits for 222 primary, 40 High and 14 Secondary Science kits will be delivered in Feb-March, 2020. (1 year extension) <ul style="list-style-type: none"> <li>ix. APC approved 19 Sept, 2019.</li> <li>x. 4x CSTB Contracts by 4 Regions approved and contract awarded to MH Supplies Ltd in September, 2019 valued at K29.9m.</li> </ul> </li> </ul>		
Monitoring and Evaluation of the SSSEP 2018/19.	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>• All 23 Provinces plus Kiunga Lake Murray District were visited. 2018/19 Science Kits were delivered successfully to the total of 276 selected Primary, High and Secondary Schools.</li> <li>• Provincial and Regional reports complied by 4 regional coordinators.</li> <li>• 2018/19 Annual Secondary Schools Equipment Implementation Report was completed in June 30th, 2019 approved by Secretary for Education. Copies distributed to all stake holders.</li> </ul>		
Commentary and way forward			
<p><b>Lessons</b></p> <ul style="list-style-type: none"> <li>• All Secondary schools to have three specialized laboratories with store rooms to cater for Physics, Biology and Chemistry.</li> <li>• Existing Laboratories be up-graded to cater for Grade 9-10 science.</li> <li>• New High Schools built recently to have proper laboratories to cater for Grade 7- 10 Science.</li> <li>• That current list of Science Equipment supplied is reviewed to allow for increase in quantity of Equipment/Chemicals used regularly.</li> <li>• Appointment of Science teachers in some schools in provinces is an issue.</li> <li>• That there is future Teacher(s) Training in specialized Science Disciplines needed.</li> <li>• Delivery of Science equipment to schools is executed in the same year to allow staff and students to access and use equipment in the coming academic year.</li> </ul>			

# FODE & INCLUSIVE EDUCATION

## FUNCTIONAL STATEMENTS

The following are the services provided by the Division.

### 1. FODE PROGRAM MANAGEMENT & COORDINATION

#### Objectives of Open Distance Learning College (FODE)

- To improve access to higher education
- To increase gross enrolment ratio(GER)
- To provide opportunities for lifelong learning

*The main goal of distance learning is to overcome barriers of place and time.*

#### Significance objectives of Distance Education

#### 1.1 To provide an effective alternative path to wider opportunities in education and especially the school leavers and unfortunates.

There are some who never been able to enter into any system schools. There are some who never been able to enter into any system schools. There are some who just need upgrading of high/secondary school certificates. For all of those there is need for distance learning or correspondence education.

#### 1.2 To provide an efficient and less expensive education.

Provision of universal schooling is beyond the means of our country. Increasing population and limited resources is the predicament of our educational planners. It is difficult to divert huge sums of money in a developing economy to match the required level of expansion for traditional schooling. Distance education is the only practical alternative.

#### 1.3 To provide alternative education to all school aged children.

The objective of correspondence study is to provide education to all people who are unable to continue at regular secondary schools. For them, there is an incessant search for an alternative system and that system is distance education.

#### 1.4 To provide opportunities of academic pursuits to educated citizens willing to improve their standard of knowledge.

There are many learners, both young and adults, who cannot afford to join the face-to-face system of education due to personal and professional responsibilities. For such type of persons, some provisions have to be made through distance education. Hence, the objective is to provide opportunities to improve the standard of knowledge and learning through continuing education while in employment or doing own business.

#### 1.5 To provide education facilities to those individuals who look upon education as a life-long activity.

Distance education facilities are needed for those individuals who look upon education as a life-long activity or to acquire knowledge in a new area. Lifelong education is emphasized for all stages of life.

#### 1.6 Plan, coordinates, and administers to provide enhanced technology resources and technology support:

- Course contents are digitalized and delivered through online and multimedia platforms.
- Explore providing peer – base support for students needing help with both hardware and
- Software related issues.
- Sign vendor agreements for content delivery through third parties as well as sign agreements with third parties for using their online platforms.

#### 1.7 Plan, coordinate, and implement virtual classrooms and tutorials:

- Deliver course contents through TV Programs and live tutorials through EQUITYV.
- 22 Provincial Centres and Districts will have direct connectivity to Flexible Open and Distance Education's Curriculum Studio located at the Headquarters.

#### 1.8 Develop local hubs to improve accessibility and efficient delivery of contents:

- Plan and coordinate Provincial / District Centres to build new infrastructure in the

- Provincial and District Centres, including library, ICT and Science Laboratories for students and staff houses.
- Plan, consult and coordinate mobile classrooms to certain designated areas with teachers as part of the Flexible Open and Distance Education's outreach program to reach students at their doorstep.
- Coordinate advance planning and preparation for all FODE Projects.
- Prepare and submit of PIP and PFD for FODE Projects to fund school infrastructure on time.
- Consultation, coordination, and assist in seeking donor funding for FODE Projects.
- Monitor, evaluate, and prepare FODE Project Reports for relevant authorities.

### **1.9 Promote and reinforce distance education programs. Match courses to students' skill sets for the immediate job markets:**

- Promote Flexible Open and Distance Education programs / courses to appropriate audience.
- Increase enrolment in accordance with Business Plan.
- Understand the market conditions for jobs and skills sets required and tailor courses to meet the existing demands.
- Understand student's demographic profiles and tailor courses to attract talented students.

### **1.10 Review the programs and course contents to improve quality:**

- Develop principles and best practices that promote equitable student outcomes for distance education in collaboration with the Department.
- Undertake comparative studies of the performances of students in flexible open distance education with those from regular schools using their exam results.
- Develop a regular process for data analysis to promote ongoing improvement including standardized metrics and feedback from students, staff and faculty.
- Capitalize on the Flexible Open and Distance Education Curriculum – develop recommended course templates and models to improve the student user experiences.
- Provide dedicated instructional design support to ensure course development, consistency and accessibility – hire suitable person(s) to assist with instructional design support.
- Work with the Department's Measurement Service Division to assess the quality of the programs offered by Flexible Open and Distance Education.
- Dialogue with FODE Canters Coordinators for coordination of grade exams.

## **2. FODE PROVINCIAL SUPPORT MANAGEMENT & COORDINATION**

- Provide management and administrative support to FODE Centres and to ensure quality distance education is maintained and delivered meeting standard requirements, to ensure adequate provision of equipment and facilities are maintained at optimal, of standard and conducive learning environment.
- To establish partnership, maintain and liaise with Provincial and district education authorities, statutory bodies and non-government organizations on all matters pertaining to Flexible Open and Distance Education.
- To ensure qualified staff is recruited based on merits and experience adhering to appointment requirements and procedures for the purpose of enhancing teaching and learning at distance learning.
- Ensure to submit to FAS – Flexible Open and Distance Education & Inclusive Education on the budget requirements for the efficient operation of the Divisional activities and FODE College Operation report on expenditures to relevant authorities.
- Ensure to provide oversight reports for any planned project activities undertaken by the FODE Provincial Centres to ensure projects are successfully completed within the budget and timeframe to improve student learning environment.
- Ensure to submit to FAS – Flexible Open and Distance Education & Inclusive Education on the budget requirements for the efficient operation of the Divisional activities and report on expenditures at Head office.
- To ensure to be responsible for the achievement of the targeted activities by providing regular feedback and guidance to staff, hold regular meetings and review outcomes of activities.
- To ensure proper coordination and Grade 11 selection process are followed and maintained at all the Provincial Centres.

- To ensure FODE Governing Council meetings are attended to and any informed decisions made by the Governing Council on the whole FODE sector is discussed transparently with reliable and accurate advice provided.
- Ensure to be responsible for the full implementation of FODE Rollout in the 89 districts in the country.
- Ensure to be responsible for the establishment of the Regional Coordinators positions in the 4 Regions in the country.
- Ensure to be responsible for the efficient delivery of the students learning materials.
- Ensure training for the Provincial and Assistant Provincial Coordinators are conducted as anticipated.
- Ensure FODE services are strengthened, promoted and recognized at the Provincial level.
- Ensure Alternative pathways are promoted and expanded through partnership with the provincial, Districts and other stakeholders.
- Ensure there is advance preparation and planning of all established and planned FODE infrastructure projects.
- Ensure that preparation and submission of PIP/PFD for the funding of FODE infrastructure projects are carried out as planned.
- Ensure there is funding consultation with donor partners to assist with FODE projects in the country.
- Ensure monitoring and evaluation is done with reports on the FODE projects submitted to relevant authorities.
- Ensure to implement the Government's priority – 'Education for all & Leaving No Child Behind'.
- Ensure to implement the FODE Strategic Plan 2021 – 2025: Increase enrolment and give access to all students who wish to complete Grade 7, 8, 9, 10, 11 & 12 through Distance Mode in all Districts, and all High/Secondary/VET Schools.
- Ensure all FODE student learning materials are produced and supplied by FODE HQ or from Regional Printing.
- Ensure the FODE Rollout program is monitored and supervised well for the smooth implementation.

### **FODE STAFF TRAINING & DEVELOPMENT:**

- Ensure that the FODE Regional Coordinators, Provincial and Assistant Coordinators are properly trained through department funded scholarships, short courses, workshops, in-services and other donor funded scholarships.
- Ensure there is advance planning and preparation for Regional Workshops to induct the newly appointed teachers and on any new innovations.
- Ensure teachers wishing to teach in FODE Institutions must have a Bachelor's degree in Secondary Teacher Training from a recognized University or other related discipline with pedagogic qualification and experience.
- Ensure FODE teachers are knowledgeable and adequately resourced on the course contents as well as understanding the FODE operations for implementation.

### **2. INCLUSIVE EDUCATION PROGRAMS**

- Research, prepare and present submissions to SSM, TMT and Secretary on ways to improve standards and quality of Inclusive Education curriculum in Teachers Colleges to produce 1,200 quality teachers who are competent and qualify to teach children with special needs annually.
- Research and prepare submission to SSM and TMT on alternate models of effective SERC teacher supervision and appraisal, to improve quality and standards of delivering special education programs for children with special needs.
- Provide leadership and facilitate planning, conduct special education curriculum training workshop for pre-service and in-service college lecturers and SERC principals, coordinators and teachers to provide qualified and competent teachers to teach children with special needs.
- Lead in review, development and implementation of policies on SERCs teachers' recruitment and special education curriculum for the pre-service teachers colleges and PNGEI for currency.

## FODE AND INCLUSIVE EDUCATION

- Liaise and consult the Teacher Professional Development Section for Inclusive and mainstream educators for up skilling, up grading and professional development on inclusive education internally or externally.
- Lead and conduct investigation into IERC financial management, staff behaviour, allegation on sexual abuse and ensuring through inspection processes to maintain standards and quality teaching and learning for students with special needs
- Collect students data and collate for Government Tuition Fee subsidy and grants for all inclusive Education Institutions.
- Prepare annual management plan for the sector and report on progress of the completion or non-completion of special education recurrent activity and report to the NDoE budget review team.
- Provide leadership in workplace environment and mentor subordinate and teachers of the SERCs and Board of Governors (BOG) in all facets of implementing special education programs to provide viable learning situations for children with special needs.
- Coordinate, plan and organise for Principals and Coordinators Annual conferences
- Liaise, coordinate, plan in collaboration implement programs activities supported by other government departments, donor partners, church agencies, provincial governments, Member for Parliament and stakeholders.
- Liaise with IERC Teachers and lecturers in CSNI/CSNI to conduct awareness, screening, identification and training of CBR officers, teachers and family members of persons with disabilities and special needs.
- Liaise with TSC to reclassify, create and abolish teaching positions in inclusive ECE Centres, Inclusive Education Resource Centres and Inclusive Model Schools.
- Liaise and coordinate thee establishments of ECE centres, IERCs and Model inclusive Schools in the mainstream institutional settings.

### FODE Operations and Management -

Budget activity		Alternate Pathway (23128)	
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs	1, 572.00	655.00	1, 571.00
Total costs <i>(including staffing)</i>	10,500	2,600	2,600
Targets	Achievements and non-achievements		
Infrastructure	FODE SHP – Classroom and office complex completed, awaiting opening FODE Western (Daru) – Classroom and office completed, awaiting opening FODE HQ – NCD – 8x Unit staff accommodation has begun and progressing towards completion FODE Madang - Usino Bundi RSC- Acronym meaning Renovation completed FODE ESP – Staff accommodation commenced FODE ENBP – Land acquisition completed FODE Gulf – Ground breaking ceremony done		
Training (FODE Rollout Implementation training conducted in the 4 regions) Activity #: 228	1 Region(Southern) almost complete with one province outstanding 3 Regions not covered (NGI, Highlands & Momase)  Workshop – On the job staff training for both the HQ Curriculum Officers and the Provincial Coordinators		
Office Equipment Furniture	Procuring of Printing Machines & Computers for FODE HQ,		



& Fittings Activity #: 271	Provincial Centres and District Centres
Other Administrative & Operational Expenses Activity 227	To cater for centre visits in terms of scoping, Inspections and Assessment of current projects in the provinces
<b>Commentary and way forward</b>	
<p><b>Achievements:</b></p> <p><b>1. Infrastructure</b> – classroom and office complex of FODE SHP and Western (Daru) are completed and waiting opening, similarly, renovation of Usino Bundi RSC has been completed and the building is being used.                  FODE HQ NCD staff unit accommodation and ESP staff accommodation work are in progress, ENBP and Gulf land have been acquire and waiting other funding requirements.</p> <p><b>2. Training</b> - FODE rollout implementation training has been carried out successfully in five provinces in the southern region with Western province still outstanding. The schools heads including the provincial delegates were invited as part of the training. A few provinces like southern highlands and West Sepik had the FODE rollout implementation training conducted in 2021 and 2022. The Memorandum of Agreement (MOAs) were drafted and forwarded to the respective provincial education advisors in southern region for their comments before the final signing.</p> <ul style="list-style-type: none"> <li>• <b>Scheduled Workshops/Training</b> – An annual ongoing activity for both the FODE HQ curriculum teachers and provincial coordinators for staff capacity and professional development.</li> <li>• <b>FODE Migration to Online Learning</b> - Phase 1 has commenced and phase 11 has commenced as well with the signing of the moa between NDoE and NICTA.</li> <li>• <b>Open and Innovative School</b> – Commonwealth of learning supported the FODE teachers trained to design online courses and began developing the grade 11 via Moodle Installation. Trailing was done in NCD and Central FODE Provincial Centres.</li> <li>• <b>Provincial Centre Visits</b> – to facilitate and assess the FODE rollout implementation, check on the progress of infrastructure and other FODE related matters in the provinces.</li> </ul> <p><b>3. Office Equipment and Fittings</b> – One big printing machine was purchased from japan purposely for bulk printing to alleviate the issue of materials shortage and is installed at Konedobu. Another similar machine will be purchased again from japan and will be installed in Lae to supply materials for Momase and highlands regions. Similarly, 15 high-end printing machines, computers and laptops were purchased and issued to HQ curriculum officers, provincial coordinators and the district centre supervisors.</p> <ul style="list-style-type: none"> <li>• <b>Subjects’ pack-sets</b> - More than 102,000 subject pack-sets printed and distributed to all the 22 provincial centres and the registered study centres in the country.</li> <li>• <b>Two examination times</b> – The mid-year examination was introduced last year especially for the grade 12 up-graders to sit the examination and prepare to apply for tertiary institutions.</li> </ul> <p><b>4. Other administrative &amp; operational expenses</b> – All project scoping, implementation and monitoring were carried out.</p> <p><b>Non Achievements:</b></p> <ul style="list-style-type: none"> <li>• <b>FODE ENBP</b> – All requirements were met except the survey report from the provincial lands office.</li> </ul>	

- **FODE Western (Daru)** – This province in the southern region was not covered because the division wanted the opening of the classroom and the rollout implementation training coincides together, however, this did not happen as planned, therefore, it will be the first province for the rollout next year 2024.

### Challenges:

- Students' materials remain our biggest challenge.
- Teachers appointed as tutors do not take up the post due to lack of FODE accommodation.
- Pathway to tertiary institutions is a challenge and needs strengthening.
- Limited operational grants.
- Lack of community awareness on FODE and its programs.

### Way forward:

- Establish district centres in all the districts.
- Mainstream FODE in all the existing Secondary, High and VET Schools in the country.
- Increase FODE funding for Infrastructure and other Equipment.
- FODE students are recognized by DHERST/Tertiary Institutions through the online selection process
- Establishment of regional printing.
- Build accommodation for FODE Teachers/Tutors to attract interested applicants.
- Invest in online courses.
- Create and improve partnership with stakeholders through the MOAs.

# PNG NATIONAL COMMISSION FOR UNESCO

## FUNCTIONAL STATEMENTS BY ACTIVITIES:

The following are the activities provided by the Division;

### 1. EDUCATION PROGRAMME

- Manage and administer the defined UNESCO charter, Conventions and Agreements relating to the specific focus on Education Programs and Go PNG laws, regulations and policy guidelines on aspects of Education Programs.
- Plan and implement Education programs, plans and projects in accordance with UNESCO and GoPNG guidelines and directives, properly align to current global movement on Transforming Education Systems
- Initiate and develop appropriate guidelines on Education programs facilities cooperation for effective implementation by responsible agencies, institutions and organizations.
- Prudently manage resources allocated including manpower and finance are appropriately utilized and meaningful outcomes are achieved in accordance with work plan.
- Provide proper coordination of all activities related to Education Programs for the improvement and expansion of education programs in the country.

### 2. INFORMATION & COMMUNICATION PROGRAMME

- Manage and administer the defined UNESCO Constitution in accordance with the Communication & Information Treaties, Conventions and Agreements in accordance with GoPNG laws, regulations and policy guidelines on aspects of Communication & Information Programs, , consistent with the GoPNG STDS (2016 – 2030) under main Vision 2050 framework.

- Provide technical advice and facilitate the daily operations of two (2) National Sub Sector Committee meetings on a regular basis (3 / yearly) including consultations on policy matters.
- Plan and implement Communication & Information programs, plans and projects, aligning with UNESCO's IPDC and IFAP programs in accordance with UNESCO and GoPNG guidelines and directive.
- Initiate and develop appropriate guidelines on Communication & Information programs along Article 2 of the existing (1999) Memorandum of Understanding (MOU) between GoPNG and UNESCO especially In Education for All frame works and facilities cooperation for effective implementation by responsible national agencies, institutions and organizations.
- Provide proper coordination of all activities related to Communication & Information Programs for the improvement and expansion of education programs in the country.

### **3. CULTURE & HERITAGE PROGRAMME**

- Manage and administer the defined UNESCO Constitution in accordance with the Education, International Treaties, Conventions and Agreements relating to the specific focus on Culture & Heritage Programs and GoPNG laws, regulations and policy guidelines on aspects of Cultural Heritage Programs, consistent with the GoPNG STDS (2016 – 2030) under main Vision 2050 framework.
- Coordinate Culture & Heritage operations and meetings of National Sub Sector Committee(s) on a regular basis including consultations on policy matters.
- Provide advice, plan, and implement Culture & Heritage Programs, plans and projects in accordance with UNESCO and GoPNG Development Goals through facilitation and cooperation between government agencies, provincial administrations and educational institutions through sustaining and facilitating Culture & Heritage Programs, sub-sector committee roles/functions.
- Initiate and develop appropriate guidelines on Culture & Heritage programs along with Article 2 of the existing (1999) Memorandum of Understanding (MOU) between GoPNG and UNESCO especially in Education for All Frameworks and facilities cooperation for effective implementation by responsible agencies, institutions and organizations.
- Provide proper coordination of all activities related to Culture and Heritage Programs for the improvement and expansion of education programs in the country.
- Maintain close collaboration and networking with relevant stakeholders including national and local authorities, national and international organizations and experts as needed.

### **4. SCIENCE PROGRAMME – (NATURAL & SOCIAL SCIENCE PROGRAMME)**

- Manage and administer the defined UNESCO Constitution in accordance with the Science, Treaties, Conventions and Agreements relating to the specific focus on Sciences Programs and GoPNG laws, regulations and policy guidelines on aspects of Science Programs.
- Provide and facilitate the daily operations and meetings of Four (4) National Sub Sector Committees on a regular basis (3 / yearly) including consultations on policy matters.
- Plan and implement Science programs, plans and projects in accordance with UNESCO and GoPNG directive and guidelines
- Maintain close collaboration and network with relevant stakeholders including national and international organization and expert as needed on both fields of science (Natural & Social Sciences).

- Provide proper coordination of all activities related to Science Programs making Science common public good.
- Plan and implement School safety preparedness awareness for tsunamis and earthquakes in accordance with UNESCO and GoPNG directive and guidelines

Budget Activity				National Commission for UNESCO		10409	
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)				
Total costs:	4,686,00.00	2,621,000.00	1,779,400				
Staffing costs	1,267,000.00	889,000.00	847,000.00				
<b>Total costs (including staffing)</b>	<b>Achievements and Non-achievements</b>						
Implementation of National Commission for UNESCO Budget Activity 10409	Budget Appropriation 2021, K5.351 million parked under 235, Department of Education / National Commission for UNESCO Budget Activity 10409. <b>Achievement</b> - Appointment of Dr. Kombra as Chair of PHES (2022)						
Pacific Heads of Education Consultation	<b>Achievement</b> • 2022 Program hosted in PNG.						
Geo-hazard and seismic project	<b>Non – Achievement</b> • Program derailed due to lack of visibility in the management of the program.						
Learning Cities Project/ Cities for human habitation.	<b>Non – Achievement</b> • Global Network of Learning Cities (GNLC) POM, Lae, Kokopo and Hagen. Nomination of a city project but project not progressed.						
UNESCO Intervention on STEM, PNG	STEM consultative meeting with PNGS & TC, DHERST, CDD, TED, GES, PPD, TVET to identify focal points. Ongoing/must be fully supported. <b>Non – achievement</b> • Program stalled because of the current STEM program in the National School of Excellence. • Pure lack of understanding on the intervention by UNESCO.						
Associated Schools Programme network (ASPNET)	<b>Achievement</b> • Heads of NCD and Central Schools trained on ASPNET. • 2x Workshop conducted. <b>Non – Achievement</b> • Report of the 2 workshops not provided. • 4x Regional consultation yet to be conducted.						
National World Heritage Tentative Sites(PNG) Nomination	<b>Achievement</b> • Ongoing discussion for 7x PNG world Heritage sites. • Non – Achievement • CEPA to prioritize and nominate 1 site.						
2 x International Conference	<b>Achievement</b>						

celebrating Cultural/ Linguistic Diversity in the Pacific, Laguna Hotel, Port Moresby	<ul style="list-style-type: none"> <li>● Round Table on UNESCO culture conventions celebrating May 21 as World</li> <li>● Cultural Diversity Day. Participants included PNG national stakeholders and delegates from the Pacific region (Samoa, Fiji).</li> <li>● A roadmap PNG to ratify the 2005 International Convention on Cultural Diversity with UNESCO. Nomination documents/instruments for signature with the Minister for Foreign Affairs and Trade. Expected to get the Ratification</li> <li>● Instrument deposited with UNESCO in 2022.</li> </ul> <p><b>Non – Achievement</b></p> <ul style="list-style-type: none"> <li>● The convention is yet to be ratified by PNG.</li> </ul>
ICT in Education Policy Development Project	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>● ICT Policy completed in collaboration with NDoE.</li> </ul> <p><b>Non – Achievement</b></p> <ul style="list-style-type: none"> <li>● Policy yet to be validated, approved and launched.</li> </ul>
<p><b>Commentary and way forward</b></p>	
<p><b>Lessons:</b></p> <ul style="list-style-type: none"> <li>● Lack of visibility and understanding in the UNESCO work.</li> <li>● Effective leadership and management of the PNG UNESCO office.</li> </ul>	

## INTERNAL AUDIT AND FRAUD CONTROL

### FUNCTIONAL STATEMENT

The Internal Audit and Fraud Control Unit supports the Department accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of governance, risk management, and control processes to enhance and protect Department’s value by providing risk-based and objective assurance, advice, and insight through the following sub-activities:

### 2. HEAD OFFICE AUDITS

To coordinate, plan, supervise, manage and administer the Head Office Audit, Payroll and Projects audit assessments of the Department of Education and provide timely reports to the Senior Management through Chief Internal Auditor. To ensure internal control is adequate, the internal auditors:

- Review the efficiency and effectiveness of programs to ensure compliance with established procedures and related laws.
- Assist in the development and maintenance of financial and administrative processes.
- Conduct audit examination on financial and non-financial data in an independent, contemporary and professional manner to express an objective opinion on the quality and integrity of the data with recommendations for improvement.
- Assess the effectiveness of internal controls systems by drawing up a check list of audit steps and tests to determine whether the internal control systems are working.
- Assist in the development of Fraud Prevention System.
- Conduct regular audit reviews on high risk areas to identify control weaknesses and report to management with recommendations for improvement.

### 3. GTFS AUDITS

## INTERNAL AUDIT AND FRAUD CONTROL

To co-ordinate, plan, supervise, manage and administer the GTFS audits in all 22 provinces and the GTFS Unit and provide timely reports to the management through Chief Internal Auditor. The Branch provides support and guidance to the Audit Teams to maintain professionalism at all times and ensuring the areas for audit assessment is carried as planned. To ensure internal control is adequate, internal auditors:

- Audit review of administration of TFF/GTFS programs at schools and ensure the usage and implementation are in compliance with established procedures and related laws.
- Assist TFF/GTFS financial and administrative process; and conduct audit examinations on the quality and integrity of information with recommendations for improvement.
- Assess the effectiveness of the internal control systems by drawing up a checklist of audit steps and test to determine whether the internal control system are in operation.
- Assist in the development of policies on TFF/GTFS Fraud Prevention System.
- Conduct regular audit reviews on high risk areas to identify TFF/GTFS control weaknesses and report to management with recommendations for improvement.

### 3. SPECIAL INVESTIGATIONS.

The Branch provides support and guidance to the audit teams to maintain professionalism at all times, consistent with audit committee charter, internal audit charter and code of ethics for internal audit. It will take courage of all reported allegations on fraud, non-compliance of PFMA, 1995, misappropriation, misuse/mismanagement of public funds and other related offences which are criminal in nature. The task involves:

- Conduct special investigation on schools and head office projects engaged by the Department to ensure work is done and in compliance with the Department's policy requirements.
- Conduct investigation on payroll theft and fraud of teachers' salaries, ghost teachers on payroll, and other payroll loss cases.
- Carry out special investigation on NDoE divisional fraud activities authorised by Secretary for Education.
- Assist in the development of a Fraud Control System.

Budget activity: <b>Internal Audit &amp; Fraud Control Branch 10407(235-2101-1108)</b>			
	<b>Revised appropriation (K'000s)</b>	<b>Warrant authorized (K'000s)</b>	<b>Expenditure (K'000s)</b>
Staffing costs	1,000.0	663.0	500.0
<b>Total costs (including staffing)</b>	<b>1,756.0</b>	<b>1,419.0</b>	<b>1,000.0</b>
<b>Targets</b>	<b>Achievements and non-achievements</b>		
2023 Annual Internal Audit Plan	<b>Achievement</b> Completed and approved by Secretary for Education.		
DOE Audit Committee Meetings.	<b>Non - Achievement</b> No meetings convened.		
Forensic Audit Examination	<b>Achievement</b> <ul style="list-style-type: none"> <li>• Forensic audit examination of 2022 GTFS Funds paid to 50 secondary schools in 10 Provinces completed and reports in progress while audit for 15 more secondary schools for three provinces pending for travel to be undertaken.</li> </ul>		
Special Investigation	<b>Achievement</b> <ul style="list-style-type: none"> <li>• Twelve (12) investigations reports on non-compliance, misuse, misappropriation, and theft of public funds totaling to K18, 143,824.10 completed and reports provided to Secretary for approval and decision.</li> </ul>		
Capacity Development &	<b>Achievement</b>		

Training	Two officers completed 4 <sup>th</sup> Semester of Bachelor of Management Program at DWU. Await graduation advice from DWU Campus.
<b>Commentary and way forward</b>	
<b>Lessons Learnt:</b> Annual examination of financial and non-financial records and documents to be continued.	

## EXECUTIVE

### FUNCTIONAL STATEMENTS

The following are the services provided by the Division.

#### 1. SCHOOLS DIRECTORATE

- Provide strategic leadership in the development of a strong culture which is focused on innovation and improved student learning outcomes and enhancing the image of public education and training.
- Driving innovation in public school education and training including implementation of key education focus areas, setting strategic directions and leading the Wing in achieving quality outcomes for students.
- Develop and provide high level strategic policy advice to the Secretary and Minister on all matters within the Wings area of responsibility.
- Foster and encourage the development of a positive and collaborative working relationship between the Teacher Education, Technical Vocational Education and Training and Designated Schools Operation Divisions
- Develop, in the Directorate, a strong focus on service delivery and flexible management of resources to enhance educational outcomes and support for staff across the Teacher Education, Curriculum Development and Assessment, Training and Designated Schools Operation Divisions.
- Develop leadership and management skills of officers within the Wing through the modelling of good practice, coaching and supporting/encouraging staff to undertake appropriate training programs.

#### 2. CURRICULUM & STANDARDS DIRECTORATE

- Provide leadership effectively to coordinate, implement and monitor the activities of the Directorate.
- Provide leadership in the development of curriculum standards which can be used to benchmark the performance of both schools and teachers.
- Coordinate the development and implementation of efficient and effective systems and processes within the Directorate and the development of a strong organizational culture all of which is clearly focused on high quality service delivery.
- Provide accurate, reliable and timely advice to the Secretary on Curriculum and Standards matters of responsibility both in theory and practice.
- Collaborate with nominated Provinces at a strategic level to facilitate the coordination of activities and the efficient and effective use of resources.
- Manage the Directorate's assets and resources in accordance with legislative requirements and in such a way that will achieve the effective delivery of curriculum and standards related services.
- Develop and implement annual work plans and provide reports to TMT on the Directorate's performance.

#### 3. FINANCE & CORPORATE SERVICE DIRECTORATE

- Provide strategic leadership in the formulation of the Departments budget estimates, ensure adequate monitoring and control is exercised over commitments and expenditure.
- Provide leadership to ensure Finance and Corporate Services Directorate perform its roles and functions effectively for effective service delivery.
- Foster and encourage the development of a positive and collaborative working relationship between the Finance and Corporate Services Divisions of the Department.

- Develop and provide high level strategic policy advice to the Secretary and Minister on all matters within the Directorate's area of responsibility.
- Drive the development of a strong organizational culture which is focused on service delivery through the development and implementation of efficient and effective organizational structures and systems.
- Drive the development of the Departments Corporate Plan and Annual Report.

#### **4. POLICY & PROVINCIAL SUPPORT DIRECTORATE**

- Provide leadership in the development and implementation of strategies, policies, programs and innovations which reflect the Departments strategic directions.
- Foster and encourage the development of a positive and collaborative working relationship between the Policy and Corporate Services Divisions of the Department.
- Develop and provide high level strategic policy advice to the Secretary and Minister on all matters within the Wings area of responsibility.
- Drive the development of a strong organizational culture which is focused on service delivery through the development and implementation of efficient and effective organizational structures and systems.
- Drive the development of the Departments Corporate Plan and Annual Report.
- Manage and direct the Provincial functions to ensure that quality services are provided in all the school systems in the provinces.
- Provide regular constructive feedback on work performance, both formally and informally, to staff based on agreed tasks and performance indicators identified with the staff member.
- Ensure qualified staff is recruited to work by making sure that the appointment procedures are followed and appointments are based on merits.
- Ensure travel arrangement for staff travelling for workshops are promptly completed to allow them in time for commencement of the year.
- Provide oversight for any activities undertaken by the department to ensure successful completion of the projects within budget and time to improve quality education.

#### **5. LEGAL SERVICES**

- Provide legal advice to Secretary and the department to assist the department officers to make correct decisions to avoid any legal proceedings against the department.
- Defend the department in a court of law against any court cases brought against the department by individuals.
- Ensure any legal issues or cases reported by Ombudsman Commission or other organizations for action by the Department must be attended to promptly.
- Ensure the legal unit works closely with the policy branch by assisting with the organizing and drafting of legislation, Policy amendments and NEC policy submissions, etc. on education in PNG.
- Represent the Ministry/Department of Education on legal matters relating to Education.
- Provide guidance and feedback to subordinates to ensure high work performance.

#### **6. ADMINISTRATIVE SERVICES**

- Co-ordinate the day to day activities of the Secretary.
- As directed by the Departmental Head to carry out investigations into and provide appropriate advice on specific related matters of concern and interest to the Departmental Head.
- Under the direction of the Departmental Head, liaise with appropriate bodies within the country and overseas on matters of mutual concern and interest, for example;
- Following up action on decisions which are required to be implemented.
- Obtain appropriate information from concerned and related bodies and advising or preparing reports or briefs on the same.



- Examine and monitor quality of official correspondence, briefs and reports requiring the signature of the Departmental Head.
- Examine and provide written summary of the main points of reports for the Departmental Head.
- Carry out research into related problems and documents as identified by the Departmental Head and compile findings and reports for his/her use.
- Assist the Departmental Head in preparation for important meetings and conferences, including the drafting and writing of speeches and briefs, Minutes, schedule of travel and protocol matters.
- Accompany the Departmental Head to selected meetings and conferences to act as Executive Officer.
- Manage general administrative tasks such as drafting letters, memorandums, classification of correspondences and viewing of systems and procedures in the Office of the Departmental Head.
- As requested by Department Head, to provide advisory and executive functions to the Secretary in carrying out his/her mandated tasks
- Overseeing the operations and activities of the Office of the Secretary
- Ensure logistics for Department Head’s duty travels are prepared and are in order
- Ensure tasks given by Secretary through MTA are carried out and reports produced for Secretary

Budget activity	Executive Wing 11792 (235-2101-1114)		
	Revised appropriation (K'000s)	Warrant authorized (K'000s)	Expenditure (K'000s)
Staffing costs	2,835,590.00	1,882,897.00	1, 747, 882.00
Total costs (including staffing)	4, 416, 056.00	4, 416, 056.00	4, 416, 056.00
Targets	Achievements and non-achievements		
Support national government policy and directives.	<ol style="list-style-type: none"> <li>1. Circulars Issued: 43</li> <li>2. Circular Instruction issued: 9</li> <li>3. NEC Submission: 6</li> <li>4. NEC Decisions:4</li> <li>5. NEB Meetings: 4</li> <li>6. Special NEB Meetings: 1</li> <li>7. Ministerial Policy Statements: 1 (GTFS Policy)</li> </ol>		
- Initiate and endorsement policies	<ul style="list-style-type: none"> <li>• Minister and Secretary travelled to Canberra for the PNG-Australia Ministerial Forum (15-17 February 2023)</li> <li>• Secretary traveled to Fiji for Pacific Heads Education System meeting (1-3 March 2023)</li> <li>• Minister and Secretary travelled to Auckland New Zealand for Pacific Board for Education Quality meeting 2023 (22-24 March 2023)</li> <li>• Minister and Secretary to London for the World Education Forum (7-10 May 2023)</li> <li>• Minister and Secretary travelled to Bangkok for the International Conference on Language and Education from 27<sup>th</sup> September – 6<sup>th</sup> October 2023. Prior to that Minister and Secretary transited in the Philippines to sign a MOU for the recruitment of TVET teachers and visit TESDA in Manila.</li> <li>• Minister and Secretary attended the 42<sup>nd</sup> Session of the UNESCO General Conference in Paris France (17-22 November 2023).</li> <li>• Secretary led the delegation of senior education officers to attend the 32<sup>st</sup> SEOC in Wabag, Enga Province from 10<sup>th</sup> – 14<sup>th</sup> July 2023.</li> <li>• Secretary attended the Ombudsman Commission Leadership summit on the 24<sup>th</sup> August 2023.</li> <li>• Minister and Secretary travelled to WNBP to open the National Literacy Week on the 4<sup>th</sup> September 2023.</li> <li>• Secretary travelled to WHP for the exam security awareness</li> </ul>		

	meeting.		
Provide administration.	<p>Successfully administered all office and administration support for the TMT, SSM and Secretary’s Office. The following were achieved in coordination with Policy &amp; Planning Division:</p> <ol style="list-style-type: none"> <li>1. TMT Meetings – 10</li> <li>2. Special TMT Meetings – 3</li> <li>3. SSM Meetings – 10</li> <li>4. Special SSM Meetings - 2</li> </ol>		
<b>Commentary and way forward</b>			
<ul style="list-style-type: none"> <li>● Accounts branch to prioritize Minister’s and Secretary’s activities over others. (merge both points)</li> <li>● DoE has aimed to cut costs on non-essential expenditures</li> <li>● Funding need to be increased to effectively execute Secretary’s mandated duties and responsibilities.</li> </ul>			
Budget activity	<b>Ministerial Support Services</b>		<b>10406 (235-2101-1107)</b>
	<b>Revised appropriation</b> (K’000s)	<b>Warrant authorized</b> (K’000s)	<b>Expenditure</b> (K’000s)
Staffing costs	N/A	N/A	N/A
Total costs (including staffing)	1,912,271.00	1,812,271.00	1,451, 447.00
<b>Targets</b>	<b>Achievements and non-achievements</b>		
Provide leadership and direction to the Department of Education through the Secretary for Education.	<ul style="list-style-type: none"> <li>● Minister and Secretary travelled to Canberra for the PNG-Australia Ministerial Forum (15-17 February 2023)</li> <li>● Secretary traveled to Fiji for Pacific Heads Education System meeting (1-3 March 2023)</li> <li>● Minister and Secretary travelled to Auckland New Zealand for Pacific Board for Education Quality meeting 2023 (22-24 March 2023)</li> <li>● Minister and Secretary to London for the World Education Forum (7-10 May 2023)</li> <li>● Minister and Secretary travelled to Bangkok for the International Conference on Language and Education from 27<sup>th</sup> September – 6<sup>th</sup> October 2023. Prior to that Minister and Secretary transited in the Philippines to sign a MOU for the recruitment of TVET teachers and visit TESDA in Manila.</li> <li>● Minister and Secretary attended the 42<sup>nd</sup> Session of the UNESCO General Conference in Paris France (17-22 November 2023)</li> <li>● Secretary led the delegation of senior education officers to attend the 32<sup>st</sup> SEOC in Wabag Enga Province from 10<sup>th</sup> – 14<sup>th</sup> July 2023.</li> <li>● Secretary attended the Ombudsman Commission Leadership summit on the 24<sup>th</sup> August 2023.</li> <li>● Minister and Secretary travelled to WBNP to open the National Literacy Week on the 4<sup>th</sup> September 2023.</li> <li>● Secretary travelled to WHP for the exam security awareness meeting.</li> </ul>		
Liaise with development partners and regional governments.	<ul style="list-style-type: none"> <li>● Minister and Secretary attended the PNG-Australia Ministerial Forum (15-17 February 2023) in Canberra.</li> <li>● Secretary attended the Pacific Heads Education System meeting (1-3 March 2023) in Fiji.</li> <li>● Minister and Secretary attended Pacific Board for Education Quality meeting 2023 (22-24 March 2023) and CPEM in Auckland, NZ.</li> <li>● Minister and Secretary attended the World Education Forum (7-10 May 2023) in London, UK.</li> </ul>		

	<ul style="list-style-type: none"> <li>Minister and Secretary attended the International Conference on Language and Education from 27<sup>th</sup> September – 6<sup>th</sup> October 2023 in Thailand. Prior to that Minister and Secretary transited in the Philippines to sign a MOU for the recruitment of TVET teachers and visit TESDA in Manila.</li> <li>Minister and Secretary attended the 42<sup>nd</sup> Session of the UNESCO General Conference in Paris France (17-22 November 2023).</li> </ul>
Minister’s Office Operations	Successfully administered all office and administrative support for the Minister’s Office and its staff.
<b>Commentary and way forward</b>	
Provide policy update and advice to Minister and the Minister’s Office.	

## SCHOOL GRANTS FUNCTIONAL STATEMENTS

### 1. POLICY & QUALITY ASSURANCE

- Facilitate Interdepartmental Steering committee meetings Quarterly – (Executive Officer)
- Develop SSM, TMT and NEB papers for GTFS when requested
- Plan and coordinate GTFS monitoring activities according to the Departments priorities.
- Review and advise new developments on policies regarding GTFS
- Develop Annual work plan for the GTFS
- Collate and compile GTFS Annual Reports
- Supervise, support and assist staff in the Unit in urgent matter when request by superiors
- Liaise with relevant divisions, units and key departments in addressing GTFS matters.
- Ensure consistent performance within the branch by allocating staff to perform GTFS activities.
- Provide sound advice on policy issues relating to GTFS
- Provide critical and analytical advice to FAS on emerging issues relating to GTFS.
- Provide critical and analytical advice on Fraud allegations relating to GTFS
- Facilitate and monitoring of funds as directed by the Secretary.
- Liaise with the Departments Divisions and Branches in addressing GTFS issues
- Ensure that GTFS payment reports are produced and disseminated to relevant authorities, (PDoE, DoF, DoT, MP’s, Governors, GTFS Provincial Monitoring and Accountability Officers in an appropriate manner
- Ensure informed decisions are made by FAS School Grants by providing reliable and accurate advise on implicated issues at hand
- Ensure Regional/Provincial Monitoring and Accountability Officers facilitate District Education Implementation Committee meetings quarterly

#### a) GTFS Payment

- Ensure Schools with issues eligible for GTFS payments are addressed by respective Senior Monitoring and Accountability Officers
- Ensure GTFS payment data corresponds with EMIS data
- Ensure new schools are captured for payment
- Ensure efficient communication is established with province and school for efficient data retrieval
- Administer in facilitating GTFS payments to schools by doing quality checks after every calculation.
- Ensure issues identified in every quality checks are registered and reports kept for auditing purposes
- Assist and ensure GTFS payments are processed in timely manner and with reports submitted
- Provide briefs and off line calculation for missed out schools when requested by Secretary
- Consult and advise appropriate officers on mismanagement allegations by schools
- Provide analytical advice on underpayments for schools when requested

- Ensure Regional/Provincial Monitoring and Accountability Officers register, compile, acknowledge and provide reports schools acquittals on a quarterly basis.

### 2 FINANCE & ADMINISTRATION

- Ensure Quarterly GTFS Payments are processed in a timely manner.
- Work in close consultation with the FAS School Grants to develop Annual Master Plan for the administration operations to guide the Unit in the general conduct of its activities.
- Consult the Units Annual Management Report for the major activities and the respective Provincial Monitoring and Accountability Officers and the AS Policy and Quality Assurance to prepare and submit the following;
- Monthly cash-flow Projection to the Finance/Budget Division for prompt release of funds to allow the Unit to conduct its business.
- Produce quarterly Budget Review Reports for the activities against budget allocations and seek redress where necessary.
- Compile Annual Budget Estimates for the Unit in line with the National Education Plan and the Government's Medium Term Development Strategy.
- Liaise closely with the GTFS Team ensuring activities and their arrangements are on schedules as planned below;
- Create, maintain and update data base for all assets for the Unit to make advance planning for assets procurement and disposal purpose.
- Create, maintain and update data base for all staff members of the unit to assist in making advance planning for staff appraisals, training, budgeting and other staff entitlements.
- Manage and control all financial resources or the purposes for which the funds are intended and in doing so, ensure that the following are maintained;
- Prudent procurement procedures are followed through the supervision of procurement processes according to approved activity plans for each activity.
- Follow-up with Departments of Treasury and Finance for GTFS Quarterly Funds.
- Efficient maintenance activities and service agreements are met and regularly updated for the smooth operation of the Unit.
- Identify enrichment courses for the subordinate staff to increase efficiently and effectiveness at the work place.
- Carry out any other tasks as directed by the FAS School Grants.
- T & L Commodity Component payments.
- Liaise with Trust Division and all commercial banks on Quarterly Bank Reconciliations for GTFS Trust Accounts held in KINA BANK, BSP and WESTPAC banks respectively.
- Liaise with all commercial banks to organize meetings to resolve GTFS Rejects issues.
- Oversee the work of GTFS Senior Finance Officer, Finance Officer and Administration Officers roles and responsibilities.

Budget Activity		Tuition Fee Free (TFF) 10408 (235-2101-1109)		
	Revised appropriation	Warrants authorized and Released	Expenditure	
Total Grants to Schools	767, 423, 400.00	764, 759, 133.34	ITEM DESCRIPTION	ACTUAL COST
			Salaries & Allowances	850, 800
			Overtime	50, 000
			Leave Fares	51, 000
			Travel & Subsistence	700, 000

## SCHOOL GRANTS

			Office Materials & Supplies	100, 000
			Operational Materials & Supplies	215, 000
			Transport & Fuel	243, 200
			Other Operational Expense	1, 328, 400
			Routine Maintenance	100, 000
			Office Equipment	150, 000
<b>Total Grants to Schools</b>	<b>767, 423, 400.00</b>	<b>764, 759, 133.34</b>	<b>TOTAL EXPENDITURE OPERATIONAL RE-CURRENT</b>	<b>K3, 788, 400</b>
<b>Targets</b>	<b>Achievements and non-achievements</b>			
Assure the decentralization of tuition fees to provinces.	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>• 5 Provincial Trust Accounts Established and provinces continue managing the policy.</li> <li>• Northern TFF Trust Account established pending implementation in 2024.</li> <li>• Funds disbursed through 5 Provincial Trust Accounts.</li> </ul> <p><b>Non achievement</b></p> <ul style="list-style-type: none"> <li>• Establish 3 provincial trust accounts(EHP,ESP,AROB) due to provincial administrative issues</li> <li>• Systemized reporting mechanism.</li> </ul>			
GTFS Policy Review	<p>The policy was reviewed as a result of increase in the budget.</p> <ul style="list-style-type: none"> <li>• Revised Government Tuition Fee Subsidy Policy</li> <li>• NEB endorsed the Policy for implementation in 2023</li> <li>• Two GTFS Components- 80% school grant, 20% Teaching and Learning component</li> <li>• Allocation of K160 mill by government to fund Project Fees in 2023. Funds were paid in January at the beginning of the academic year.</li> </ul>			
Audit of schools	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>• NIP GTFS Provincial Trust Account was audited and suspended until further the investigation is completed..</li> </ul> <p><b>Non Achievement</b></p> <ul style="list-style-type: none"> <li>• Report pending</li> </ul>			
Cost Benefit Analysis	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>• Study completed</li> <li>• Report in draft</li> </ul> <p><b>Non Achievement</b></p> <ul style="list-style-type: none"> <li>• Presentation of report to Inter-Departmental Steering Committee</li> </ul>			

<p style="text-align: center;">NEB Fee Limit</p>	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>Revised NEB FEE Limit presented and approved</li> <li>MPS and Secretary Circular Instruction circulated</li> </ul> <table border="1" data-bbox="564 431 1385 776"> <thead> <tr> <th>Sector</th> <th>Boarding</th> <th>Day</th> <th>Project Fees</th> </tr> </thead> <tbody> <tr> <td>Elementary</td> <td></td> <td>K110</td> <td>K20</td> </tr> <tr> <td>Primary</td> <td></td> <td>K297</td> <td>K60</td> </tr> <tr> <td>Lower/Secondary</td> <td>K1,650</td> <td>K990</td> <td>K220</td> </tr> <tr> <td>Upper/Secondary</td> <td>K1,749</td> <td>K1,089</td> <td>K220</td> </tr> <tr> <td>Vocational</td> <td>K1,430</td> <td>K100</td> <td>K200</td> </tr> <tr> <td>FODE</td> <td></td> <td>K200</td> <td>K20/subject</td> </tr> <tr> <td>SERC</td> <td></td> <td>200</td> <td>K40</td> </tr> </tbody> </table>	Sector	Boarding	Day	Project Fees	Elementary		K110	K20	Primary		K297	K60	Lower/Secondary	K1,650	K990	K220	Upper/Secondary	K1,749	K1,089	K220	Vocational	K1,430	K100	K200	FODE		K200	K20/subject	SERC		200	K40
Sector	Boarding	Day	Project Fees																														
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SERC		200	K40																														
<p style="text-align: center;">Interdepartmental Steering Committee Meeting</p>	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>Q1 Meeting held</li> </ul> <p><b>Non Achievement</b></p> <ul style="list-style-type: none"> <li>3 Meetings not held</li> </ul>																																
<p style="text-align: center;">Teaching and Learning Resource Material</p>	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>Awarding of contracts for procurement and supply of T&amp;L materials for 2023 decentralized to Provinces to support SME's</li> <li>Awarding of contracts for packing and deli every of T&amp;L materials for 2023 decentralized to Provinces to support SMEs.</li> <li>T&amp;L materials supplied in November.</li> <li>Awarding of contract for packaging and distribution of T&amp;L material for 2022 to 32 local SMEs started in August 2023.             <ul style="list-style-type: none"> <li>Material packaging and distribution started in September.</li> </ul> </li> </ul>																																

2023 GTFS  
Disbursement Report

**Achievement**

- Payment report disseminated to Parliament, central agencies, PDoE, Inspectors, church education agencies and all concerned stakeholders after every payment.
- Payment reports disseminated in meetings such as NEB, IDSC, and SSM/TMT.

**TOTAL APPROPRIATION 2023**

APPROPRIATION AS OF NOVEMBER 2023		
	APPROPRIATION	RUNNING BALANCE
<b>Original Approp:</b>	<b>766,400,000.00</b>	
Less Warrant to Jan -July	763,635,000.00	
<b>GTFS GRANTS (Q1-4)</b>	<b>603,635,000.00</b>	
<b>PROJECT FEES (Q1-4)</b>	<b>160,000,000.00</b>	
<b>UNWARRANTED FUNDS (Q4)</b>		<b>2,765,000.00</b>
<b>TOTAL PAID TO SCHOOLS (Q1-4)</b>		<b>503,670,240.74</b>
<b>PROJECT FEES</b>		<b>139,808,892.60</b>
<b>TOTAL</b>		<b>643,479,133.34</b>
<b>COMMODITY COMPONENT</b>		<b>121,280,000.00</b>
<b>TOTAL FUNDS EXPENDED SO FAR</b>		<b>764,759,133.34</b>
<b>TOTAL FUNDS YET TO BE RELEASE</b>		<b>2,765,000.00</b>

**2023 GTFS Payment by Sectors**

2023 QUARTER 1-4 GTFS			
SECTOR	NO. SCH	ENROL	TOTAL AMOUNT
ELEM	6,328	729,961	65,173,538.57
PRIM/COM	3,996	1,121,199	279,459,234.82
SEC/PHS	399	249,012	248,167,138.83
NHS	6	3,271	3,801,679.33
VOC	143	35,994	32,415,621.79
FODE	22	89,560	10,747,200.00
SERC	23	15,478	3,714,720.00
<b>Grand Total</b>	<b>10,917</b>	<b>2,244,475</b>	<b>643,479,133.34</b>

**2023GTFS Payments by Province**

PROVIN	ELEMENTARY			COMMUNITY/PRIMARY			HIGH/SECONDARY			NATIONAL HIGH			VOCATIONAL			FODE			IERC			TOTALS		
	Sch	Enrol	Amount	Sch	Enrol	Amount	Sch	Enrol	Amount	Sch	Enrol	Amount	Sch	Enrol	Amount	Sch	Enrol	Amount	Sch	Enrol	Amount	Sch	Enrol	Amount
AROB	357	26,486	2,359,020.04	235	36,312	9,282,727.23	13	6,671	6,549,976.70				6	802	936,369.37	1	2,900	335,380.00	1	981	235,440.00	613	73,152	19,698,913.34
CENTRAL	185	21,593	1,980,125.86	193	39,343	9,839,337.40	15	7,615	8,553,924.93	1	641	446,718.62	4	1,231	954,425.14	1	5,371	570,060.00				399	75,794	22,344,591.95
ENBP	322	27,855	2,427,058.02	178	48,454	11,719,440.77	15	10,874	9,167,146.20	1	446	615,659.15	8	2,041	1,728,564.70	1	5,577	665,120.00	1	1,381	318,200.00	526	96,628	26,641,188.84
ESP	315	44,762	3,836,848.83	310	84,334	21,277,203.40	47	20,344	19,346,950.20	1	400	552,160.66	8	2,094	1,801,215.64	1	3,033	344,940.00	1	482	139,800.00	683	155,449	47,299,118.73
EHP	403	56,901	5,193,420.91	248	96,458	24,496,499.70	31	25,997	25,426,180.44	1	709	978,704.78	8	3,404	2,765,530.87	1	9,974	#####	1	1,050	274,440.00	693	194,493	60,169,876.70
ENGA	376	53,716	4,775,638.87	176	61,658	15,540,779.61	13	12,848	13,497,181.00				10	1,132	1,016,000.51	1	1,886	274,340.00	1	1,085	272,240.00	577	132,325	35,376,179.99
GULF	72	6,825	608,963.62	89	16,837	4,037,725.01	6	1,787	1,639,396.40				2	348	390,290.88	1	1,648	364,280.00				170	27,445	7,040,655.91
HELA	215	27,194	2,487,310.71	84	31,070	7,797,259.20	21	5,703	5,663,611.05				4	1,196	907,046.23	1	2,674	332,380.00				325	67,837	17,187,607.19
JIWAKA	215	33,559	2,877,296.61	114	43,250	10,598,550.61	22	12,987	12,209,502.94				7	2,226	1,988,430.78	1	2,871	351,220.00				359	94,893	28,025,000.94
KLM	129	10,520	893,949.31	78	15,467	3,821,807.28	7	4,484	3,946,369.57				2	658	536,180.74				1	492	117,680.00	217	31,621	9,315,986.90
MADANG	342	48,851	4,146,661.33	269	90,641	21,709,010.58	20	10,606	11,512,961.87				9	1,271	1,334,018.13	1	2,232	285,880.00	1	675	154,680.00	642	154,276	39,143,211.91
MANUS	110	5,490	491,114.79	89	9,654	2,339,651.55	5	3,005	3,442,994.86				1	119	109,099.07	1	1,919	252,560.00	1	112	49,400.00	207	20,299	6,684,820.27
MBP	469	32,787	3,008,053.97	225	38,138	9,629,348.09	12	6,061	7,249,621.16				9	1,923	2,130,076.22	1	2,082	252,840.00	1	160	36,480.00	717	81,151	22,306,419.44
MOROBE	502	66,395	6,016,822.76	356	107,556	27,397,942.92	25	19,971	21,540,101.86	1	450	621,180.75	8	1,811	1,877,944.13	1	9,282	1,113,840.00	1	462	98,800.00	894	205,927	58,666,632.42
NCD	41	27,988	2,567,774.01	39	57,863	14,555,413.71	13	16,793	15,322,543.56	1	625	587,255.37	5	3,090	2,815,106.47	1	12,976	1,360,300.00	4	1,407	372,720.00	104	120,742	37,581,113.12
NIP	263	17,155	1,527,029.92	149	24,641	6,273,658.42	10	5,746	6,146,533.11				5	1,312	1,690,907.30	1	3,970	508,540.00	1	1,426	305,880.00	429	54,367	16,452,548.75
ORO	179	20,842	1,739,674.52	114	29,747	7,077,420.42	7	4,492	4,723,141.05				5	1,312	895,665.87	1	1,885	267,900.00				306	58,278	14,703,801.86
WSP	256	20,773	1,913,458.01	221	43,356	11,071,556.31	12	6,465	6,919,235.87				9	994	786,341.74	1	3,134	371,400.00	2	471	165,600.00	501	75,193	14,227,591.93
SIMBU	365	39,327	3,610,394.34	172	42,677	10,779,156.93	25	14,487	15,991,664.28				14	2,324	2,095,934.61	1	3,249	363,280.00	2	1,910	398,440.00	579	103,974	33,238,870.16
SHP	508	48,408	4,441,078.88	211	67,021	16,540,847.67	28	13,970	14,168,997.27				8	1,783	1,653,145.99	1	4,287	688,220.00	1	759	182,160.00	757	136,228	37,674,449.81
WNP	295	37,791	3,372,703.60	199	48,438	11,898,640.55	20	14,421	12,634,034.97				2	1,028	741,201.94	1	3,135	351,220.00	1	105	25,200.00	518	104,918	29,023,001.06
WHP	282	45,226	3,957,724.20	153	72,755	17,825,250.78	28	21,678	20,352,519.26				7	2,568	2,228,220.65	1	3,206	378,020.00	1	1,393	297,080.00	472	146,826	45,038,814.89
WESTERN	127	10,517	941,415.46	94	15,529	3,950,006.68	4	2,007	2,162,550.28				2	1,210	1,033,904.81	1	2,269	280,380.00	1	1,127	270,480.00	229	32,659	8,638,737.23
<b>TOTAL</b>	<b>6,328</b>	<b>729,961</b>	<b>65,173,538.57</b>	<b>3,996</b>	<b>1,121,199</b>	<b>279,459,234.82</b>	<b>399</b>	<b>249,012</b>	<b>248,167,138.83</b>	<b>6</b>	<b>3,271</b>	<b>3,801,679.33</b>	<b>143</b>	<b>35,994</b>	<b>32,415,621.79</b>	<b>22</b>	<b>89,560</b>	<b>10,747,200.00</b>	<b>23</b>	<b>15,478</b>	<b>3,714,720.00</b>	<b>10,917</b>	<b>2,244,475</b>	<b>643,479,133.34</b>

**Achievements**

- 10, 917 schools paid a Total of K 643, 479, 133.34 directly to school accounts.
- 166 structure schools are now paid as configuration has been done into EMIS to capture their enrolments

**Non Achievement**

- Schools got dropped off due to school status, school code related issues, account related queries, borrowed/duplicated codes, closed accounts, no data and suspended on unknown status.
- My school Apps application encountered uploading issues with data synchronization where boarding enrolment were not captured.

	<ul style="list-style-type: none"> <li>• Data submission by provinces continuous to be slow and is becoming an hindrance in the payment to schools</li> <li>• Negotiation ongoing with Central Bank to extend issuant and usage of cheques by schools in 2024</li> </ul>
PNG School Financial Management System	<b>Achievements</b> <ul style="list-style-type: none"> <li>• PNGSFM system developed and trialed at Gordon Secondary School</li> <li>• Training packages being development. First roll out in February 2024</li> </ul>
Capacity development for staff.	<b>Achievements</b> <ul style="list-style-type: none"> <li>• One GTFS Officer awarded scholarship by AusAid to study in 2023.</li> </ul>
<b>Lessons:</b> 1,700 Schools with issues were identified and the team has communicated with the provinces to pay those that are operating and deregister those that are not operating.	
<ul style="list-style-type: none"> <li>• Ensure provinces submit reliable and accurate data from all schools.</li> <li>• Liaise with relevant central agencies to ensure funds are released.</li> <li>• Ensure that schools are accountable and acquit public funds.</li> <li>• Support ICT in terms of funding to implement the GTFS Policy</li> <li>• Advocacy and awareness on the GTFS Policy for all stakeholders including education officers.</li> <li>• Finance Management Training for all Head Teachers in schools for proper accountability of GTFS funds committed to schools.</li> </ul>	

## SCHOOL INNOVATION AND INTERVENTION

### FUNCTIONAL STATEMENTS

The following are the services provided by the Division.

#### 1. WASH & SCHOOL SELF RELIANCE COORDINATIONS

- Plan and coordinate all DoE programs for education policy programs and projects consistent with the Department's priorities relating to WASH and School Self Reliance programs in Schools
- Align the implementation of the WaSH in Schools Policy with the Nation WaSH Policy and report the progress to the department and other relevant agencies.
- Plan and coordinate general monitoring of WASH and School Self Reliance activities according to the Departments priorities
- Plan and coordinate research & monitoring activities as directed by the Department
- Plan and coordinate WaSH and Self Reliance Awareness programs in schools.
- Ensure basic standard requirements in the WaSH in Schools Infrastructure Manual are followed in the constructions of the WaSH and Self Reliance infrastructure projects.
- Ensure that all DoE key performance indicators performance are reported annually
- Ensure the reports produced are disseminated to relevant authorities on timely basis
- Ensure that DoE Performance Assessment Framework (PAF) findings are disseminated to relevant divisions and branches in an appropriate manner
- Collect and collate WaSH in Schools and Self Reliance data in schools for reporting and planning purposes.
- Prepare with staff on the Unit reports on WASH and School Self Reliance activities with possible implications for special improvement.
- Liaise with relevant agencies, partners, NGOs, stakeholders and persons outside the department in planning and conducting of WASH and Schools Self Reliance activities in accordance to the Policy requirements.
- Initiate and conduct program research & monitoring of WASH and School Self Reliance study consistent with the Department key performance indicators (KPI)



- To ensure that reports and proposals submitted to donors and HQ are of sufficient technical standard and both align with and contribute to the WaSH and School Self Reliance strategies
- Establish provincial WaSH focal points in every province to improve coordination and reporting of the WaSH and Self Reliance implementations in schools.
- To ensure all WaSH in Schools players in the country work alongside the Education Department's WaSH Division for better coordination, planning and reporting purposes.
- Support or participate in the capacity building programs associated with WaSH and Schools Self Reliance.
- Coordinate all WaSH and Self Reliance interventions and programs in schools in the National Education System.

### 2. NATIONAL LITERACY & OUT OF SCHOOL CHILDREN INITIATIVES (OOSCI)

- Advise and inform members of the National Literacy and Awareness Council on language, literacy and out of school children status of Papua New Guinea
- Advise the Minister through the Secretary for Education on the activities and issues of Language, Literacy and OOSC education programs
- Work on Language and Literacy Legislative framework
- Oversee and facilitate the management and operations of all Language, Literacy & OOSC education activities through employing best practices
- Facilitate, coordinate and manage the operation of the administration
- Reporting to the Secretary through FAS on the operation of NLL and OOSC
- Direct and control the activities of the National Language, Literacy and Out of School Children Initiatives (NL & OOSCI) so that it is serving its purpose.
- Accept full responsibility for the work of the National Language, Literacy & OOSCI.
- Allocate work and set work standards and objectives and evaluate their operations to make sure that it is fulfilling its role.
- Keep effective and efficient network with all literacy and awareness stakeholders, both nationally and internationally
- Keep consistent communications with all literacy programs throughout the nation
- Maintain effective public relations with Government, both National, Provincial, CSOs and Churches in literacy and language programs
- Keep regular communication with UN Agencies in country and external
- Negotiate with Department to establish 23 Provincial Literacy/OOSC Coordinator positions
- Professional Development of Literacy Education Personnel through SPAs
- Coordinate all Literacy Education programs in the country
- Regular visits to provinces for technical assistance
- Organize workshop and conferences
- Implement National Literacy Policy
- Develop and implement the National and Province Literacy Policy and Plan
- Coordinate all Literacy and Awareness programmes in the country
- Review and update adult learning education training manual
- Train adult learning education teachers
- Train trainers of adult learning education teachers
- Coordinate teacher training by stakeholders
- Network with stakeholders in training and related programs
- Needs assessment to produce need based adult learning education advocacy materials
- Writing conference
- Develop, produce and distribute Advocacy materials
- Organize one week annual media advocacy during International Literacy Day (ILD) and National Literacy Week
- Media advocacy on other related national and international issues
- Maintain effective public relations with Government, both National, Provincial, CSOs and Churches in language, literacy and out of school education programmes
- Review and update adult learning education training manual
- Produce other resource materials for adult learning education

- Maintain a sustainable management information system
- Develop instrument for monitoring and assessment
- Collect language and adult learning related data for Papua New Guinea
- Update and disseminate to stakeholders, planners and policy makers
- Develop literacy database for records and improvements or reporting
- Monitor and evaluate literacy programs and providers
- Implement Out-of-School-Children-Education (OOSCI)-NEP 2020-2029
- Conduct media advocacy for out of school children to return to school (Leave no child behind)
- Negotiate with system school to enrol out of school children
- Encourage enrolment at FODE Centres
- Encourage enrolment at VET Centres
- Encourage enrol at Adult Learning Education Programs
- Conduct back into school pathway and programs
- Establish Task Force to formulate Papua New Guinea National Language Policy per NEC Dec 53/2000
- Formulate the National Language Policy per NEC Dec 53/2000
- Implement National Language Policy
- Establish number of indigenous languages in the country
- Data of languages that are written
- Language mapping
- Orthography Development for PNGs Indigenous Languages that are not written
- Consult stakeholders for indigenous language maintenance

Targets	Achievements and non-achievements
<p><b>Review WinS Policy Validation, Printing/Launching</b></p> <ol style="list-style-type: none"> <li>1. Policy Approved</li> <li>2. Printing of Policy</li> <li>3. Launching of Policy</li> </ol>	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>• Validation of Policy, Implementation &amp; Infrastructure manual completed on the 22 to 26 May at Aku Lodge.</li> </ul> <p><b>Non-achievement</b></p> <ul style="list-style-type: none"> <li>• Printing and disbursement of policy documents to all schools</li> </ul>
<p><b>WaSH Advocacy &amp; Awareness Programs in Eight Provinces</b></p> <ol style="list-style-type: none"> <li>1. Advocacy in Southern, NGI, Highlands and Momase regions</li> <li>2. Establishment of WaSH Focal Point</li> <li>3. Reports submitted to Stakeholders</li> </ol>	<p><b>ACHIEVEMENT</b></p> <p>Highlands</p> <ul style="list-style-type: none"> <li>• Advocacy for EHP done</li> </ul> <p>Momase</p> <ul style="list-style-type: none"> <li>• Advocacy and infrastructure done for 90 schools in Sandaun, Madang and Morobe, Provinces</li> </ul> <p>Southern</p> <ul style="list-style-type: none"> <li>• Advocacy and facilities done for NCD, and Western (school in KLM area).</li> </ul> <p>NGI</p> <ul style="list-style-type: none"> <li>• Advocacy done for WNB</li> </ul> <p><b>Non-achievement</b></p> <ul style="list-style-type: none"> <li>• 3 out of 8 planned provinces for Advocacy missed out due to time and funding issues</li> </ul>
<p><b>Compilation of WaSH in Schools Data</b></p> <ol style="list-style-type: none"> <li>1. WaSH EERRP Data Completed</li> </ol>	<p><b>Achievement</b></p>

## SCHOOL INNOVATION AND INTERVENTION

<p>2. Data Report by provinces for the EERRP Completed 3. Data Report Distributed</p>	<ul style="list-style-type: none"> <li>• WaSH EERRP Data Completed by individual Implementing Partners and NGOs for distribution</li> </ul> <p><b>Non-achievement</b></p> <ul style="list-style-type: none"> <li>• The country report yet to be released</li> </ul>		
<p><b>WaSH and SLIP Training</b> 1. Southern/ and Highlands Training 2. Momase &amp;NGI Training</p>	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>• SLIP is part of the Awareness activity; hence the implementation in the 5 provinces is on par.</li> <li>• Trainings in Southern include NCD, Western and Central while one was conducted in Simbu for Highlands region</li> <li>• Schools are able to factoring WaSH in their annual School Learning Improvement Plan</li> </ul> <p><b>Non-achievement</b></p> <ul style="list-style-type: none"> <li>• Not much cluster and district in-services done by provinces</li> </ul>		
<p><b>Education in Emergency Response &amp; Recovery Plan (EERP) Monitoring</b> 1. NCD &amp; Morobe Monitoring 2. Madang Monitoring 3. Sandaun &amp; KLM Monitoring 4. Report Completed/Submitted</p>	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>• The EERRP project implementation is completed and the report compiled for distribution.</li> </ul> <p><b>Non-achievement</b></p> <ul style="list-style-type: none"> <li>• Some project location were not physically visited due to transport and other logistics related issues</li> </ul>		
<p><b>Commentary and way forward</b></p>			
<ul style="list-style-type: none"> <li>• Water, Sanitation and Hygiene (WaSH) and Schools Self Reliance Coordination was created as a new branch in the year 2023 under the School Intervention and Innovation Division (SIID). Previously WaSH and Schools Self Reliance was under the Policy and Planning Division. For its operations and budget in 2023, the Division continued to use the Policy and Planning funding vote and implemented all its activities through this arrangement. WaSH is a National Government agenda and it has got its national policy. In Education there is a WaSH in Schools (WinS) Policy which the target audiences are our schools, students and teachers. The WinS Policy also got some support from partners and donors in 2023 hence the hardware and software programs were implemented in our schools.</li> <li>• WaSH and Schools Self-reliance programs come in two-fold (i) Software and this is mainly on the Advocacy and Trainings and (ii) Hardware which is on the construction phase of WaSH facilities.</li> </ul>			
<p>Lessons:</p> <ul style="list-style-type: none"> <li>• WaSH facilities are very important for the operations and requirements of schools and need to be supported by all concern parties.</li> <li>• WaSH budget is a must in a school SLIP and this includes the costs for operation and maintenance for WaSH infrastructure.</li> <li>• The support from the donors must be coordinated well from the national or subnational level in order to maximize the resources evenly to all locations.</li> <li>• Through WaSH and Schools Self-reliance programs in schools, we will create clean and healthy school environments that are conducive for teaching and learning activities.</li> </ul>			
<p>Budget activity</p>	<p><b>National Literacy &amp; Awareness Services</b></p>		<p><b>11502 (235-2802-1102)</b></p>
	<p><b>Revised appropriation (K'000s)</b></p>	<p><b>Warrant authorized (K'000s)</b></p>	<p><b>Expenditure (K'000s)</b></p>
<p>Staffing costs (6)</p>	<p>301</p>	<p>292</p>	<p>216.75</p>

Total costs (including staffing)	1,473,231	1,402,723	852,126.
Targets	Achievements and non-achievements		
Adult Literacy Teachers and trainer of trainers training	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>NLAS and partner organized adult literacy teacher training as in West New Britain, Central, NCD and Oro.</li> <li>34 Trainer of Trainers trained in Oro Province.</li> <li>SDA NCD graduated 35 teachers.</li> <li>Messianic International Church graduated 15 teachers.</li> <li>Grace Academy graduated 28 teachers, learners graduated 180 level one 1 and 2 level 2 learners</li> <li>SDA NCD</li> </ul> <p><b>Non-achievement</b></p> <ul style="list-style-type: none"> <li>Certification of Trainers Oro province pending.</li> <li>Planned training for Morobe no done due to communication and manpower issues.</li> </ul>		
Monitor and Assess Literacy Program Providers.	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>Visits made to literacy Programs in West New Britain, Milne Bay, Southern and Western Highlands provinces.</li> </ul> <p><b>Non-achievement</b></p> <ul style="list-style-type: none"> <li>Visits to Southern Highlands, Gulf and East Sepik provinces not done - planned for November.</li> <li>Reports of visits yet to be done.</li> <li>Data for other Literacy program providers in other provinces need to establish and updated.</li> </ul>		
The Annual National Literacy Week (NLW) held in conjunction with the International Literacy Day (8th September)	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>Confirmed approval process for launching. Technical Team visited and established working committee to prepare for the launching of the NLW 5-9 September, 2023 in the Province.</li> <li>K30,000 seed capital released to WNB NLW Committee through Kimbe Secondary School.</li> <li>40,000 NLW Posters printed and distributed to Schools and Literacy Program providers in WNB, NCD, Central, SHP, WHP, and Milne Bay.</li> <li>National Literacy Week was successfully celebrated in the four the three districts of WNB Province.</li> <li>Minister for Education officially launched the Literacy Week Commemoration on 4<sup>th</sup> September at Hoskin Secondary School.</li> <li>Literacy Torch retained to be handed over to Enga Province to host NLW celebration in 2024.</li> <li>Talasia District MP pledged 200,000 Kina towards opening of a literacy center in the district.</li> </ul> <p><b>Non-achievement</b></p> <ul style="list-style-type: none"> <li>2023 Literacy Week Report yet to be completed.</li> <li>Not many sponsors were secured for NLW, 2023</li> </ul>		

National Literacy Policy & Implementation Manuel	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>● Policy review done and needs final validation.</li> <li>● Implementation Manuel drafted pending validation.</li> <li>● Education Minister has directed new and separate policy formulation for OOSC in progress.</li> </ul> <p><b>Non-achievement</b></p> <ul style="list-style-type: none"> <li>● Policy &amp; Implementation has taken very long to be endorsed.</li> </ul>
Alternate Education (AE) Facilitators Handbook finalized through workshop, printed and distributed.	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>● Facilitators Handbook produced and copies made for distribution.</li> </ul> <p><b>Non-achievement</b></p> <ul style="list-style-type: none"> <li>● Handbooks yet to be distributed..</li> </ul>
Provide Literacy Grants to AE Projects, Monitor project.	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>● Only one organization supported, Messianic Church NCD to the value of 20,000 Kina.</li> </ul> <p><b>Non-achievement</b></p> <ul style="list-style-type: none"> <li>● Others Literacy providers missed out pending further assessment.</li> </ul>
Alternate Education Curriculum and Out of school children Initiative.	<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>● Curriculum Framework for Adult Learning Education in plan to be developed.</li> <li>● Minister for Education has directed to develop Curriculum and skills program for OOSC work in progress for policy development</li> </ul> <p><b>Non-Achievements</b></p> <ul style="list-style-type: none"> <li>● National Literacy Curriculum yet to be developed.</li> </ul>
NLAS Staff Capacity Development	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>● Staff Development Plan submitted to HROD.</li> <li>● One staff to complete studies at DWU</li> </ul>
Networking with Partners Networking with Partners -CS Rehabilitation Program	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>● Partnership with Telekom PNG and CS is well established in promoting Literacy.</li> <li>● Telecom sponsor library text books to schools in Milne Bay, West New Britain, Western Highlands and Southern Highlands.</li> </ul> <p><b>Non achievement</b></p> <ul style="list-style-type: none"> <li>● Partnership with other stakeholders needs strengthening especially literacy private and church program providers in country.</li> <li>● A data base of all literacy program providers yet to developed.</li> </ul>
<b>Commentary and way forward</b>	
<ul style="list-style-type: none"> <li>● Government support, advocacy and implementation for the eradication of illiteracy in Papua New Guinea is yet to see in adequate funding and resource materials.</li> <li>● Literacy as a unit under Education be reviewed to be a Secretariat. Current arrangement doesn't empower it to effectively promote and implement national literacy programs.</li> <li>● A unified literacy curriculum, teacher training, teaching programs and accreditation need to be established to enable the out of school children, youth and adults to be provided with other learning pathways to work toward improving their lives and reduce illiteracy in the country for national development and progress.</li> <li>● The 28<sup>th</sup> National Literacy Week was well celebrated in West New Britain. Despite the celebration there has not been a major impact on illiteracy rate in the country.</li> </ul>	

- Most of the Literacy Grants of 300,00 Kina allocated for year 2023 were not accessed pending administrative process to establish criteria to qualify for funding support and establishing a committee to oversee the funding process.

**Lessons:**

- Institutional Strengthening for effective Communication between Literacy Education providers, Provinces and the National Literacy Secretariat be a priority as noted in earlier reports.
- Preparation and sponsor support for NLW celebrations be done well in advance from May/June.
- A committee formed and criteria established to screen application for
- A separate policy and learning path ways be developed OOSC from age four to 15 years.
- Data base for Literacy providers, teachers trained and students graduated for each province required

# APPENDIX

## DATA SOURCES AND NOTES

### Sources

#### General

- Divisional reports in *Department of Education Annual Report (2023)*, NDoE
- *Universal Basic Education Plan 2010 – 2019*, NDoE
- *National Education Plan 2020-2029*

#### Population data

- 1990 and 2000 PNG National Census, National Statistical Office of Papua New Guinea

#### National Education system structure (Figure 1, page 1)

- *National Education Plan 2020–2029*, NDoE

#### Enrolments (Figures 3, 4 and 9), (Table 3)

- *Education Statistics of Papua New Guinea*, Statistics and EMIS, NDoE, for each year 1995–2023.
- Flexible, Open and Distance Education Registry reports (FODE enrolment and gender data, General Education Services report).

#### Institutions (Figure 7, Figure 8 and Figure 10)

- EMIS
- National School census 2023

#### Teachers, Manpower and Establishment (Table 4, Figure 6 and Figure 11)

- NDoE Manpower and Establishment, 2023

(Figure 6, Table 1)

- Manpower Review, quarter 4, 2023
- EMIS – Master Position Register 2020

#### Education Budget and Tuition Fee Free (*Education and Training Sector 2023*)

The composition of the 2023 budget appropriation for the Education and Training Sector, by agency, is shown in **Table 2**.

Table 2, and Tables 5-13)

- Finance Division, Accounts and Budgets sections records/ Budget books
- GTFS Unit Records for 2023

Data tables

Table 3: Total enrolments 1992-2022 (by type of institution)

Type of Institution	Grades	1992	1995	2000	2005	2010	2015	2020	2021	2022	2023
Elementary	EP, E1, E2	0	1,497	148,808	414,000	580,741	802,281	1,116,933	1,205,433	860,507	
Prim /Comm	3 to 8	433,592	521,018	610,282	558000	837,282	957,410	1,118,592	1,150,814	1,162,431	
Prov. High/Sec.	7 to 12	54,165	70,214	76,778	78,800	106,164	167,049	219,934	231,842	239,413	
NHS	11,12	1,965	2,051	2,382	2,800	3,467	2,645	3,496	3,568	2,511	
Voc. Centres	after G6/7	8,750	9,807	13,714	17,200	24,631	40,004	40,193	40,697	31,164	
Tech./Bus. Coll.	after G10/12	1,182	2,005	2,077	3,700	5,531	6,106	8,099	8,756	7,291	
Prim. Teachers Coll.	after G10/12	1,208	1,718	1,758	3,400	2,662	5,247	6,098	6,148	5,811	
Special Education										27,526	
FODE										15,953	
<b>Total NES</b>		<b>500,862</b>	<b>608,310</b>	<b>855,799</b>	<b>1,077,900</b>	<b>1,560,478</b>	<b>1,980,742</b>	<b>2,645,661</b>	<b>2,629,791</b>	<b>2,352,607</b>	
Permitted schools (IEA)											
SDA Teacher Ed.	after G1/12		242	81	400	0	-				
Total Permitted		<b>10,444</b>	<b>12,074</b>	<b>13,082</b>	<b>11,200</b>	<b>5,445</b>	<b>13,550</b>	<b>20,559</b>	<b>40,807</b>		
Perm Sec.	7 to 12	1,489	2,091	1,901	2,100	1,342	7,451	6,355	5,948		
SDA Teacher Ed.	after G1/12		242	81	400	0	-				
Total Permitted		<b>10,444</b>	<b>12,074</b>	<b>13,082</b>	<b>11,200</b>	<b>5,445</b>	<b>13,550</b>	<b>20,559</b>	<b>40,807</b>		
Total enrolments		<b>511,306</b>	<b>620,384</b>	<b>868,881</b>	<b>1,089,200</b>	<b>1,565,923</b>	<b>1,994,292</b>	<b>2,533,904</b>	<b>2,651,130</b>		
NHS		1,965	2,051	2,382	2,900	3,467	2,645	3,496	3,568	2,511	
Secondary Schools		0	1,621	5,942	16,200	25,121	45,560	66,023	71,578		
Permitted Sec. School		123	263	625	1,100	531	3,360	2,571	2,316		
<b>Total grade 11 &amp; 12</b>		<b>2,088</b>	<b>3,935</b>	<b>8,949</b>	<b>20,200</b>	<b>29,119</b>	<b>51,571</b>	<b>72,090</b>	<b>76,920</b>		
<b>National Education System teachers</b>		<b>18,785</b>	<b>21,775</b>	<b>28,439</b>	<b>35,386</b>	<b>41,402</b>	<b>53,848</b>	<b>62,504</b>	<b>62,822</b>	<b>70,866</b>	

\* Since 2010, EMIS Enrolment have been realigned with the Statistical Bulletins

\*2022 EMIS Enrolments projections



Table 4: Department of Education Manpower and Establishment 2023 - by division

Division /Category		TSC/PSC Establishment ceiling	Staff on Strength/ Payroll Q4 2023	Vacant Positions	Unattached officers
Public Service positions	Executive	25	17	8	24
	PP	35	18	17	35
DoE Line Divisions	RED	20	18	2	20
	HRM	42	27	15	42
	Payroll	42	36	6	42
	Finance	38	29	9	38
	School Inspections	294	224	70	294
	Guidance & Counselling	37	31	6	37
	CDD	94	52	42	94
	Measurement Services	45	25	20	45
	E-Learning	35	15	20	35
	VET	22	18	4	22
	TRPD	19	14	5	19
	GES	29	16	13	29
	ICT	34	15	19	34
	NCDES	23	14	9	23
	Internal Audit	19	13	6	19
	School Grants	32	18	14	32
	SII	20	14	6	20
	UNESCO	24	11	13	24
PMD	14	9	5	14	
FIE	19	11	8	19	
QAU	5	2	3	5	
<b>Total DoE Approved Staff Ceiling</b>		<b>1,012</b>	<b>684</b>	<b>328</b>	<b>1,011</b>

Sources: Staff on strength for Quarter 4, 2023 as reported by Organisation Development & Training Branch, HRM.

**Table 5: National Education System budget appropriations, 2018–2023**

COMPONENT	2018	2019	2020	2021	2022	2023
Department of Education	876,823.00	973,092.80	815,500.00	609,178.00	932,396	1,079,947.4
Provinces-Teachers' Salaries	1,164,223.60	1,365,343.00	1,379,867.80	1,520,871.00	1,563,124	1,813,335.00
Provinces-Teachers' Leave						
Fares	29,410.00	33,658.80	35,748.30	43,298.30	49,134	49,143.0
Provinces-Education Grants	116,566.80	114,907.70	128,505.10	125,317.10	125,902.2	136,869.80
<b>Total National System</b>	<b>2,187,023.40</b>	<b>2,487,002.30</b>	<b>2,359,621.20</b>	<b>2,298,664.40</b>	<b>2,670,556.2</b>	<b>3,079,295.20</b>

**Table 6: Ministry of Education recurrent budget by program, 2018–2023**

Program	2018	2019	2020	2021	2022	2023
TMT & General Administration	623,780.30	629,513.80	515,790.10	317,087.80	684,288.0	826,487.1
Development & Implementation of Education Standards	50,911.40	118,503.70	80,604.20	66,136.60	65,455.0	88,415.3
Basic Education	31,067.90	45,276.20	35,917.80	52,388.30	49,401.0	50,819.6
Literacy & Awareness	634.40	625.40	1,362.60	2,050.10	1,622.0	1,473.2
General Secondary Education	35,844.30	53,053.60	39,162.10	41,818.50	45,242.0	47,902.3
Vocational Education	3,700.40	3,724.40	4,264.60	6,134.90	5,981.0	5,718.1
Technical Education	29,480.20	31,483.80	24,671.50	27,012.10	7,156.0	-
Teacher Education	20,574.30	21,022.50	24,158.30	31,388.70	18,371.0	18,294.3
Library Services	2,076.60	7,506.60	3,637.40	-	-	-
Management of Teachers Affairs	6,530.90	5,300.30	38,269.10	8,881.00	8,880.0	13,198.0
Government Records and Archives	692.20	682.60	682.60	-	-	-
<b>TOTAL</b>	<b>805,292.90</b>	<b>916,692.90</b>	<b>768,520.30</b>	<b>552,898.00</b>	<b>886,396.0</b>	<b>1,052,307.9</b>

**Table 7: Ministry of Education recurrent budget, 2018–2023  
- amount available for administration and service delivery for general education**

[Total without NCD teachers salaries, Education subsidies)]

Program	2018	2019	2020	2021	2022	2023
TMT & General Administration	21,780.30	27,513.80	86,209.90	318,087.80	51,081.0	831,487.1
Education Standards	50,911.40	118,503.70	80,604.20	66,136.60	65,455.0	38,850.8
Primary Education	115,336.60	122,734.40	151,629.00	6,457.80	3,545.0	4,000.0
Literacy & Awareness	634.40	625.40	1,362.60	2,050.10	1,622.0	1,473.2
Secondary Education	7,294.80	3,222.00	17,447.80	6,259.70	33,317.0	47,902.3
Vocational Education	10,514.60	12,744.40	14,660.70	1,067.00	1,424.0	5,718.1
Technical Education	29,480.20	31,483.80	24,671.50	12,424.10	7,156.0	7,167.3
Teacher Education	20,574.30	21,022.50	24,158.30	5,521.80	18,371.0	3,000.0
Library Services	2,076.60	7,506.60	3,637.40	1,523.2	1,622.0	1,473.2
Management of Teachers Affairs	6,530.90	5,300.30	38,269.0	8,881.00	8,888.0	3,000.0
Government Records and Archives	692.20	682.60	682.60	-	-	-
<b>Total</b>	<b>6,996.60</b>	<b>75,081.60</b>	<b>134,830.80</b>	<b>418,004.90</b>	<b>190,851.0</b>	<b>944,072.00</b>

**Table 8: Ministry of Education recurrent budget - summary by item, 2018–2023**

Expenditure Items	2018	2019	2020	2021	2022	2023
Personnel Emoluments	115,330.00	116,671.00	134,010.00	176,038.00	142,306.0	147,356.9
Goods & other Services	136,118.30	77,945.00	156,078.70	127,127.60	94,674.0	125,651.7
Education Subsidy	601,302.00	616,187.00	486,541.90	268,583.30	633,207.0	764,229.0
Other current transfers	2,494.20	2,619.00	3,164.00	4,317.10	3,075.0	3,611.4
Capital Expenditure	2,494.20	2,619.00	3,164.00	4,317.10	13,134.0	31,169.1
<b>TOTAL</b>	<b>876,823.00</b>	<b>869,822.00</b>	<b>804,130.00</b>	<b>587,536.20</b>	<b>886,396.0</b>	<b>108,078.85</b>

Table 9: Education 2023 development budget appropriation by program and donor (K000s)

Vote Code	Description	GoPNG	AusAID	EU	NZ	CHINA	UN	WB	JICA	Total
<b>IFMS #</b>	<b>Capacity Building</b>									
23128	Alternative Pathway Program (FODE & TVET)	5,000.00								5,000.00
23122	School of Excellence Infrastructure Program	10,000.00								10,000.00
23291	Strengthening Primary Teachers (Maths & Sc.) JICA								1,100.00	1,100.00
24002	Education Support Services						2,000.00			2,000.00
	<b>Total Capacity Building</b>	<b>18,100.00</b>								
	<b>Capital Investment</b>									
23125	Teachers' Development and Training	3,000.00								3,000.00
23027	Curriculum Development	3,000.00								3,000.00
22310	Education Infrastructure	10,000.00								10,000.00
23242	ICT Dev. & Capacity Building	5,000.00								5,000.00
23664	Early Childhood Teacher Development Program	5,000.00								5,000.00
23590	1-6-6 School Restructure (Multi skill Tech. School)	4,000.00								4,000.00
24009	PNG Partnership for Improving Education						2,000.00			2,000.00
23865	BEST PNG Program	1,000.00					5,000.00			6,000.00
	<b>Total Capital Investment</b>	<b>38,000.00</b>								
	<b>GRAND TOTAL</b>	<b>56,100.00</b>					<b>9,000.00</b>		<b>1,00.00</b>	<b>56,100.00</b>

Table 10: Education appropriations in provincial budgets  
Item 111 teachers' (TSC) salaries, 2019–2023 (K,000)

Province	Appropriation				
	2019	2020	2021	2022	2023
1 Fly	43,187.30	44,909.80	48,421.80	49,804.0	57,349.0
2 Gulf	19,414.90	18,494.60	19,995.60	20,552.0	25,752.0
3 Central	61,294.70	61,263.60	66,093.60	67,953.0	77,026.0
4 NCD					
5 Milne Bay	64,286.90	66,704.30	70,376.30	72,308.0	85,467.0
6 Oro	27,438.60	28,642.10	30,406.10	31,262.0	35,168.0
7 SHP	67,259.40	69,774.80	96,147.80	98,763.0	119,898.0
8 Hela	66,189.40	36,133.70	38,248.70	39,289.0	44,130
9 Enga	66,189.40	68,669.10	83,886.10	86,179.0	93,102.0
10 WHP	98,642.20	102,041.20	106,033.20	108,934.0	129,576.0
11 Jiwaka	52,512.20	54,541.80	58,897.80	60,501.0	77,815.0
12 Simbu	71,108.60	73,750.60	78,384.60	80,525.0	93,193.0
13 EHP	108,660.00	112,539.10	119,880.50	123,179.0	139,923.0
14 Morobe	139,471.80	144,365.80	165,345.80	170,004.0	187,646.0
15 Madang	94,782.10	98,204.50	106,741.10	109,685.0	121,343.0
16 ESP	76,529.70	79,350.50	94,015.80	96,630.0	117,961.0
17 Sandaun	45,878.50	47,689.20	50,257.20	51,645.0	65,601.0
18 Manus	25,185.90	26,315.30	26,315.30	27,045.0	29,012.0
19 NIP	35,984.40	37,619.40	42,289.40	43,455.0	58,093.0
20 WNBP	80,647.50	57,777.90	60,705.90	62,438.0	74,480.0
21 ENBP	55,645.50	83,604.00	87,928.40	90,340.0	100,473.0
22 AROB	65,034.00	67,476.50	70,500.00	72,633.0	80,327.0
<b>Total Provinces</b>	<b>1,365,343.00</b>	<b>1,379,867.80</b>	<b>1,520,871.00</b>	<b>1,563,124.0</b>	<b>1,813,335.00</b>

Table 11: Education appropriations in provincial budgets  
Item 114 teachers leave fares, 2019–2023 (K,000)

Province	Appropriation				
	2019	2020	2021	2022	2023
1 Fly	2,730.10	2,820.00	2,820.00	2,974.0	2,974.0
Gulf	618.9	639.3	639.3	701.0	701.0
3 Central	2705.4	2,794.50	2,794.50	3,001.0	3,001.0
4 NCD					
5 Milne Bay	1157.7	1,195.80	1,195.80	1,410.0	1,410.0
6 Oro	1243.1	1,284.10	1,284.10	1,379.0	1,379.0
7 SHP	740.6	765	765	1,056.0	1,056.0
8 Hela	309.4	319.5	319.5	435.0	435.0
9 Enga	1000	1,032.90	1,032.90	1,287.0	1,287.0
10 WHP	1357.8	1,402.60	1,402.60	1,724.0	1,724.0
11 Jiwaka	487.8	503.8	503.8	681.0	681.0
12 Simbu	891.40	920.8	206.6	1,158.0	1,158.0
13 EHP	1,340.00	1,384.20	2,334.20	2,701.0	2,710.0
14 Morobe	5,528.20	1,239.50	7,210.30	7,728.0	7,728.0
15 Madang	2,217.90	2,290.90	2,290.90	2,617.0	2,617.0
16 ESP	1,000.00	1,032.90	2,811.60	3,101.0	3,101.0
17 Sandaun	1,121.50	1,158.40	723.1	1,312.0	1,312.0
18 Manus	682.40	704.9	704.9	785.0	785.0
19 NIP	853.60	881.7	881.7	1,010.0	1,010.0
20 ENBP	1,352.50	1,397.00	1,397.00	1,665.0	1,665.0
21 WNBP	3,354.50	3,465.00	3,465.00	3,657.0	3,657.0
22 AROB	2,966.00	8,515.50	8,515.50	8,752.0	8,752.0
<b>TOTAL</b>	<b>33,658.8</b>	<b>35,748.3</b>	<b>43,298.3</b>	<b>49,134.0</b>	<b>49,143.0</b>

Source: 2023 Budget Books. See note below:

Note 1: NCD teachers' leave fares included in DoE Budget.

Table 12: Education appropriations in provincial budgets Item 143  
\*Education Function Grants, 2019–2023 (K.,000,000)

	Province	Appropriation				
		2019	2020	2021	2022	2023
1	Fly	6,942.40	4,801.70	3,464.00	3,584.8	4,215.8
2	Gulf	4,069.30	4,538.10	5,735.50	4,439.0	5,264.5
3	Central	1,737.80	6,729.20	7,994.90	7,446.0	7,990.8
4	NCD					
5	Milne Bay	7,027.10	7,577.60	7,677.90	7,049.1	7,495.1
6	Oro	3,990.00	3,765.60	4,694.60	4,125.2	4,249.2
7	SHP	7,225.70	9,388.80	8,980.00	7,915.4	7,229.4
8	Hela	5,683.20	5,686.70	5,960.40	4,381.5	5,567.2
9	Erga	3,970.80	6,809.10	4,225.70	8,799.3	10,627.0
10	WHP	3,217.60	2,825.90	1,424.80	1,896.9	897.7
11	Jiwaka	7,794.00	7,793.90	9,133.10	7,805.3	8,298.2
12	Simbu	11,040.80	10,838.40	11,751.60	10,755.6	10,256.0
13	EHP	10,971.80	12,815.50	13,941.90	11,037.8	10,662.0
14	Morobe					2,000
15	Madang	9,449.40	8,209.30	10,681.30	8,809.2	8,779.6
16	ESP	11,264.60	11,600.00	13,354.40	11,929.8	12,854.5
17	Sandaun	9,686.40	10,213.60	1,158.40	9,386.9	10,152.2
18	Manus	820.20	2,966.20	3,479.20	3,509.0	3,627.1
19	NIP	-				1,278.0
20	ENBP	7,418.30	9,184.50	2,685.20	3,920.3	5,349.2
21	WNBP	2,598.30	2,761.00	8,974.20	9,111.1	10,076.3
22	AROB					
	<b>TOTAL</b>	<b>114,907.7</b>	<b>128,505.1</b>	<b>125,317.1</b>	<b>125,902.2</b>	<b>136,869.80</b>

Source: 2023 Budget Books

Notes:

1. NCD included in DoE Budget – not equivalent to provincial component.
2. 2023 amount allocated in Autonomous Government of Bougainville budget as 'school fee assistance'.

Table 13: Structure of Ministry of Education budget

Main Program	Program	Activities
Pre-primary, Primary & Secondary Education	Policy Formulation & General Administration	All the policy, planning & administrative functions of DoE. Includes Top Management & Ministerial Services. Also includes Education Subsidies
	Development & Implementation of Education Standards	Curriculum, Inspections & Guidance and Measurement Services
	Basic Education	Primary Education Coordination. Includes costs of elementary and primary education in the NCD
	Literacy and Awareness	Coordination & Provision of Literacy & Awareness Services
	General Secondary Education	Secondary Education Coordination, including all costs for National High School, and FODE. Includes costs of secondary education in NCD
	Vocational Education	Vocational Education Coordination and Special Education. Includes costs of vocational education in NCD
Tertiary Education	Technical Education	All aspects of Technical Education
	Teacher Education	Pre-service & in-service teacher education
Cultural Services	Library Services	Library operations
	Government Records & Archives	Maintenance & storage of Government archives
Government Archives Maintenance	Government Records & Archives	Maintenance & storage of Government archives

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